DOCUMENT RESUME

ED 079 531 VT 020 726

TITLE Convention Proceedings Digest (Chicago, Illinois, December 1-6, 1972).
INSTITUTION American Vocational Association, Washington, D.C.
PUB DATE May 73
NOTE 351p.
AVAILABLE FROM Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (Order Number 54573, $2.50, quantity discounts)

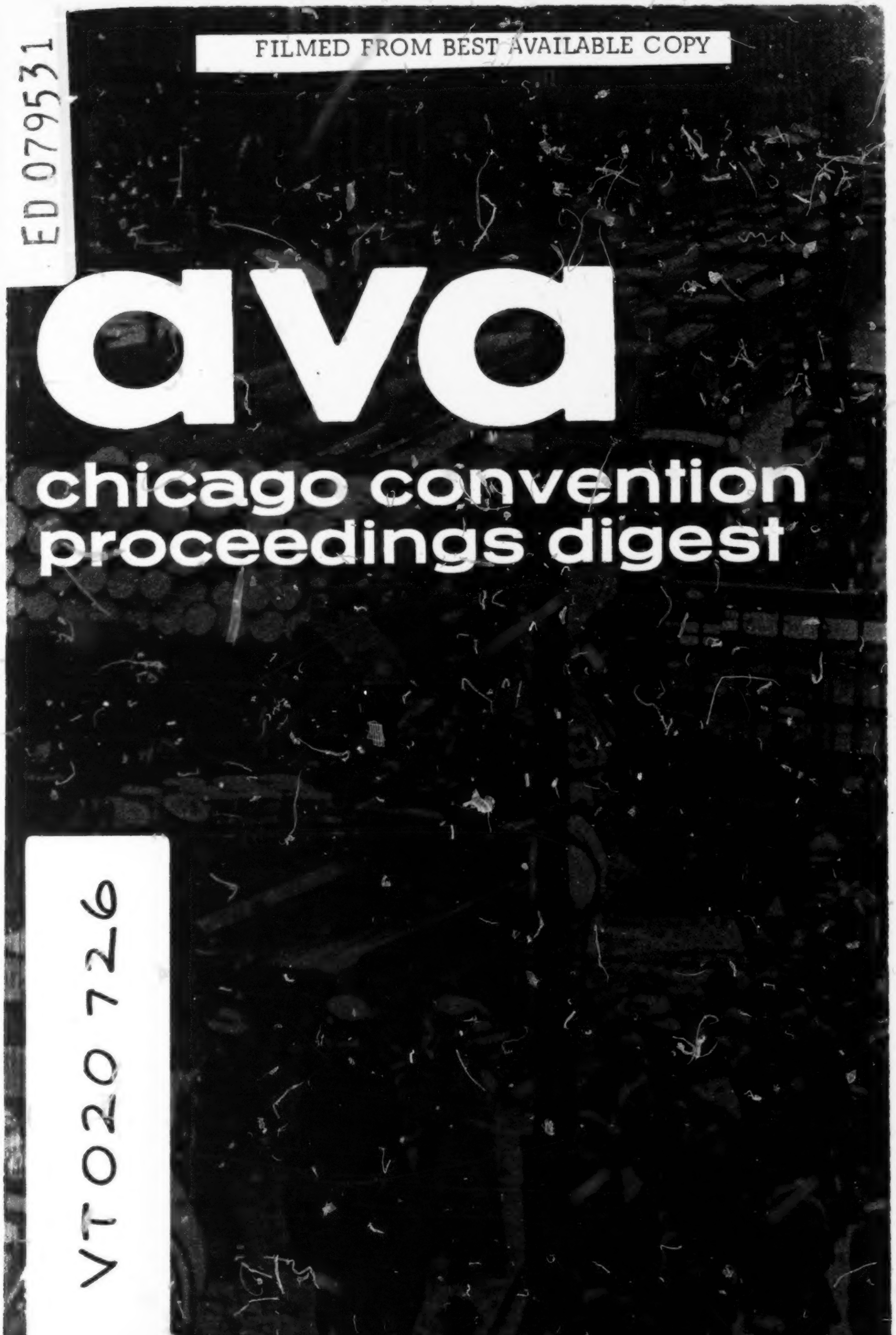
EDRS PRICE MF-$0.65 HC-$13.16
DESCRIPTORS *Conference Reports; *National Organizations; *Professional Associations; *Vocational Education
IDENTIFIERS American Vocational Association

ABSTRACT

This convention digest summarizes the activities occurring during the 6-day, 1972 American Vocational Association Convention. Included are: (1) summaries of the general sessions, (2) listing of awards and citations presented during the convention, (3) minutes of the House of Delegates meeting, (4) policy regulations adopted by the House of Delegates, (5) summaries of the professional meetings of the Association's Research and Evaluation, Special and Related Programs, Supervision and Administration, and Adult, Secondary, Post-Secondary, and Teacher Education Departments, (6) summaries of the professional meetings of the Association's subject matter divisions, and (7) activities of related groups and organizations. A listing of the commercial and educational exhibitors is provided. (SB)

ED 079531

FILMED FROM BEST AVAILABLE COPY



ava

chicago convention proceedings digest

VT 020 726

ED 079531

CONVENTION PROCEEDINGS DIGEST

12

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CONVENTION PROCEEDINGS DIGEST

Chicago, Illinois
December 1-6, 1972

AMERICAN VOCATIONAL ASSOCIATION
1510 H Street, N.W.
Washington, D.C. 20005

Single copies, $2.50. Order number (54573). Ten percent discount on orders of ten or more. Payment must accompany orders. Requests not accompanied by payment will be honored only when they are submitted as official purchase orders from institutions or agencies; amount on purchase orders must be $5.00 or more; postage charges will be added to these billed orders. Order from: **Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005.**

MAY 1973

BOARD OF DIRECTORS
1972–1973

Aleene Cross, *President*
T. Carl Brown, *Past President*
Lowell A. Burkett, *Executive Director*
C.M. Lawrence, *Vice President*
Agricultural Education
John L. Rowe, *Vice President*
Business and Office Education
Bernard C. Nye, *Vice President*
Distributive Education
Charles G. Foster, *Vice President*
Guidance
Dale F. Petersen, *Vice President*
Health Occupations Education
Ruth Stovall, *Vice President*
Home Economics Education
Ernest L. Minelli, *Vice President*
Industrial Arts Education
L.E. Nichols, *Vice President*
Manpower
John K. Coster, *Vice President*
New and Related Services
Angelo C. Gillie, *Vice President*
Technical Education
Joe D. Mills, *Vice President*
Trade and Industrial Education

CONTENTS

General Sessions 11
AVA Awards and E.E.A.–Ship's Citation 31
House of Delegates 35
AVA Policy Resolutions 45
Adult Education Department 55
Postsecondary Education Department 61
Secondary Education Department 75
Research and Evaluation Department 93
Special and Related Programs Department 109
Supervision and Administration Department 119
Teacher Education Department 123
Agricultural Education Division 133
Business and Office Education Division 151
Distributive Education Division 171
Guidance Division 193
Health Occupations Education Division 209
Home Economics Education Division 227
Industrial Arts Education Division 245
Manpower Division 269
New and Related Services Division 283
    Research Section 288
    Vocational Instructional Materials Section 293
Technical Education Division 297
Trade and Industrial Education Division 315
Related Groups and Organizations 337
    Conference of Officers of Affiliated State and Territorial Associations 338
    National Association of State Directors of Vocational Education 340
    National Council of Local Administrators 345
    State Boards of Education 349
    Local Boards of Education 351
    National and State Advisory Councils 353
    AVA Advisory Council 355
Commercial and Educational Exhibitors 357

6|7

INTRODUCTION

This is the fourth volume in an annual series of AVA convention proceedings digests. As the conventions have grown larger each year, those in attendance have found it impossible to sit in on all of the meetings of interest to them. This year's convention was the largest ever, more than 8,500 people attended. Thus, the proceedings digest, more necessary than ever before, reports the essence of professional meetings, workshops, educational tours, speeches, and discussions, as well as resolutions, elections, and other actions taking place at the various business meetings.

The gathering and condensation of all the material available depended upon extensive work and cooperation of many people. We are especially indebted to the proceedings recorders, who took the responsibility of contacting contributors, gathering materials, and shaping them into the finished reports – often under heavy pressure of time. Their reports are presented here essentially as submitted; editing has been done for style only.

The AVA Convention Proceedings Digest will prove valuable not only for those who attended the Chicago Convention, but for every person who wants to be informed about the current state of vocational education.

LOWELL A. BURKETT
Executive Director
American Vocational Association

GENERAL SESSIONS

OPENING GENERAL SESSION

Saturday, December 2

Vocational Technical Education – Its Message Must Be Heard

Alice Widener
Publisher, U.S.A. Magazine

Permit me to set the historical background of where we are now. In 1850 to 1860 there was a teacher in Illinois, whose name was Jonathan Turner. He and I have a great deal in common. He made the same speech for ten years; the subject – the intellectual snobbery of the system of higher education in the United States of America, in which at that time only four subjects were considered to be fit for higher education: religion, medicine, law and belles-lettres, the last being mostly the study of Latin and Greek.

Turner maintained that engineering, mechanics, science and agriculture were fit subjects for higher education and that the states should appropriate land for colleges where these subjects could be taught. Turner maintained that not every young person in America was suited to become a lawyer, a doctor, a priest or a writer. In Vermont at this time there was the son of a blacksmith called Justin Morrill, who read Turner's speech, agreed with him and who eventually went to Congress and introduced the Morrill Land Grant Colleges Act.

Now let me say that at that time in our country two percent of American youth attended institutions of higher learning. Only two percent. And they came mostly from well-to-do-families.

One day in 1860, Turner was making his speech to a small audience and a tall, thin man was among them – his name was Abraham Lincoln. Impressed by Turner's speech he said that if elected President of the United States, he would sign the Land Grant Colleges Act. In 1859 that act was vetoed by President Buchanan who heeded the intellectual snobs of those times, those who said that cow colleges and poor-boy colleges would create barbarism in America.

In 1862 however, Abe Lincoln signed the Land Grant Colleges Act six months before he signed the Emancipation Proclamation; by doing so, he helped to free all youth, black and white, from the tyranny of intellectual snobbery prevalent in those days.

Today, we are in a situation in this country concerning elementary and secondary education that is similar to the situation that prevailed in the middle of the 19th century, and we need an Abe Lincoln, a Turner and a Morrill.

We are suffering in our nation now from a mistake as great as that made in the middle of the 19th century.

Let me go back just one moment. Had it not been for the cow colleges and poor-boy colleges in the United States – and let me hasten to add that few Americans are aware that the great MIT is a land grant college – the United States today would be an underdeveloped nation. Had it not been for the great teachers and students at land grant colleges studying agricultural science, our nation would not be the world breadbasket that it is; we'd be a food-poor country. Had it not been for the great inventions in technology, in mechanics and engineering that took place in the poor-boy and cow colleges, we would not be an advanced nation.

Today, however, we are at a crucial point in the educational history of the United States. Either our country is going to be strangled by the prevalent intellectual snobbery in education or you ladies and gentlemen are going to free youth from a public education system based on a perversion of a quality. That perversion is egalitarianism which is a far different thing from equality, and that egalitarian public education system is best characterized by the following: magazines with full page ads which say at the top, "Insure your child's future. Take out a college education insurance policy." That ad assumes that the child is like every other child. It is not. It is unique.

We have in our country a public school education system whose curriculum is oriented toward a four year college course whether or not the child is suited to it, likes it, needs it, wants it or is gifted to it.

From one end of this nation to the other I have observed the workings of this system that is cruel to children; but before I discuss it permit me just to give you a few statistics. To the best of my ability as a researcher they are the latest, and I obtained them from the top sources of the United States Government in the concerned departments.

You hear talk about unemployment in this country, and there isn't one person in 1000 who knows anything about it, though we are spending billions of dollars to correct the situation. As of March 1972 – which is the typical employment month – according to the Labor Statistics Department, there were 5,215,000 Americans unemployed.

We're a nation now of 210 million people, and in any nation, I don't care where it is, it is possible that somewhere around three quarters to one percent of the population will not hold down steady jobs for one reason or another. Some have not the energy or desire, et cetera. A certain amount among the unemployed are unemployed temporarily, as you know, because a factory shifted from one place to another, or this or that industry or enterprise became obsolete.

What are the real facts about unemployment in the United States? 35.2 percent are between the ages of 18 and 21. Doesn't that tell a story? Is anybody going to pay attention to it? What about welfare? As of December 31, 1971, we had more than 14 million people on welfare in the United States among whom only a very small percentage were blind, crippled, disabled, aged, infirmed. The vast majority, meaning 10.2 million are ADC families, of whom a couple of million are parents and the rest, 7.7 million, are ADC children.

Where is the failure? The failure is here, that you have a national figure of 25 percent dropouts from high school as it's presently constituted, and in the big cities such as New York you have a dropout rate of 40 percent or more.

It seems to me that the only system that can stay in business year after year and lose 25 percent of its customers nationally and 40 percent in the big cities is the public education system of the United States. And I submit that anyone with any brains, intelligence and common sense would say something is wrong with it.

I can tell you a lot about what's wrong with it.

At the Western Electric factory outside of Columbus, Ohio, where they are making the picture phone, there was an employment problem because the plant had expanded and they needed to hire employees; because it was urgent to have employees they opened up employment to non-high school graduates.

And there occurred the case of Miss Mess. Miss Mess was five feet tall and five feet wide. Miss Mess was classified in the public education system as mentally retarded. She had a mentally retarded brother and sister and she was the illegitimate offspring of a drunken, ne'er-do-well father and a mentally retarded prostitute. Miss Mess came to Western Electric where they had a marvelous testing and aptitude system. She went through everything, she could not read nor write, and couldn't learn.

Finally Miss Mess went to the oculist. The oculist tested Miss Mess' eyes and discovered that she had eyes that could distinguish colors better than any spectrograph.

So they hired Miss Mess and they put her at the end of the assembly line in just about one of the highest paid jobs because she could look at the phone's multicolored circuit and tell at a glance if something was wrong. There are 2000 different colored wires involved and about 75 shades of pink and 80 shades of pale green.

Finally Miss Mess went to the after-hours outdoor art club for employees. It was the first time she had seen paints and colors. The following week the factory teacher arranged for many of the employees to go to the Metropolitan Museum of Art. Miss Mess, transfixed by the paintings, asked the teacher what the words said under the pictures.

Noting her interest in art, the teacher got Miss Mess a child's history of art. When last I heard of Miss Mess she was at college. Miss Mess learned to read and write through learning the names of painters and colors. Miss Mess rehabilitated her entire family. She made so much money that she was able to hire special teachers for her retarded brother and sister.

In a feature writers class which I taught at the State University of Arkansas, I was confronted with a youth, who said to me, "They tell me I can't be a feature writer unless I'm original, and I just can't be original," and he burst into sobs. And there was a deathlike silence in the class. And I said, "You can't help not being original. You are original. You were born original and there's not another one like you on the face of the globe. All you have to do is to acquire a clear, plain English style that's like a clean crystal glass, and then when you write your unique personality will shine through it."

We have a difficult race problem in this country. So far as I can see the most helpful thing in better race relations and to help disadvantaged ethnics who have suffered great injustices is to give them the opportunity within a system of vocational, technical education of equal status and prestige.

But let me say this, this problem is not a race problem. It's a problem involving all American youth. Furthermore, it is a problem involving every advanced nation on the face of the globe. The problem is that an elementary and secondary school curriculum designed to put children into only one channel in life is cruel. They are rebelling against it all over the world. In my opinion that system is a main cause of juvenile delinquency, of youth unemployment, of youthful drug addiction and all the other ills that attend a minority.

In New York City it costs on an average of $12,000 a year to repair the vandalism in each public school.

Schools such as Mahoning Valley in Ohio, or the Thomas Edison School in the Hough area of Cleveland are located in areas which have had one of the worst burning and looting riots in the United States. In these vocational schools, however, I have never seen graffiti or cut up desks or vandalism of any kind.

Mahoning Valley is a school for 350 boys, 325 of whom have criminal records. When I visited this school, the boys told me they had been done out. They got done out, as they put it, when they knew that they could not cope with school, the material, the other students and the teachers. They were not interested in studying for hours when they needed to earn pocket money. What they needed and wanted was to acquire a skill to help themselves out and to help out.

There's nothing more I can add to this speech, except this – you have a main problem. You have to break through into the communications media. You must break through the barriers. You must be recognized. There is no reason why you shouldn't be on the major shows discussing the major sociological and educational problems in this country.

How Well Is Vocational Education Preparing Me For My Future? Youth Organizations Panel

ALEENE CROSS: It's my privilege to chair a kind of panel symposium of youth leaders from our vocational organizations.

They have been asked to talk about what vocational education has contributed to their future choices.

We are very proud to have these young people here.

Our first panelist represents DECA, his name is Gary Stang, he's vice president of the Central Region for the High School Division, and he is from the State of Illinois.

GARY STANG: I thought I'd like to relate to you today a story about a high school student and his experiences with a vocational education program and a vocational youth organization.

The student that I'm going to speak about sat in high school his sophomore year as one of the all too many uninterested and unmotivated students in our nation's schools. He was a student who felt a job was much more important than school, and he was a student who enrolled in distributive education his junior year as a means of getting out of school early.

Enrolled in distributive education he then joined DECA, and he got out of it exactly what he put into it, which was nothing. Therefore, he went a few weeks into his junior year and he quit high school, dropped out and went to pursue a career in retailing through on the job training only.

But fortunately he had a distributive education teacher educator who cared about him and cared about his future even though he was no longer in school, and it was that teacher who came to his place of employment and persuaded him back to high school and who also got him involved in DECA.

That student then went on to improve himself. By the end of his junior year a change was taking place. He raised his grade point average from 1.7 to 3.7, and he went on to run for office in DECA. He became a chapter president, an area president, a state president, and a national officer for DECA. He had improved himself greatly.

This story I'm telling you is my own story, and I'm proud to be able to tell it to you, not for selfish reasons but because I think it is a fine example of what involvement in a vocational education program and a vocational education youth organization can do for a student.

DECA helped me to open my eyes to the many career opportunities in the field of distribution, and therefore helped me to set higher goals for myself and to reach out for these goals.

DECA really helped me to improve myself. My experiences in DECA have helped me to reach toward my career goal. I've become interested in public relations work with a large retailer and my duties and my experiences as a national officer have helped me to reach towards this.

DECA can teach us things, it can motivate us, it can help us to reach our career goals and it can help us meet the opportunities in the fields that are available to us in distribution. And it can help us in this great free enterprise system.

DR. CROSS: Our second speaker represents Future Farmers of America. He is Dwight Ziegmiller who is the national president and he is from the state of Iowa.

DWIGHT ZIEGMILLER: I spent a few moments and hours and minutes trying to figure out just what I would say this morning, and I think I'm confronted now with the same situation I was confronted with about six or eight years ago. When I was back in elementary and junior high I heard about the FFA organization and I always wondered what is it, what is it to me?

I looked around and I said to myself, well just what is FFA going to do for me? I was always told that farming is okay but there's always better things to do. A city job or a job where you can have a white collar is considered a more desirable thing to be engaged in. It's a lot more prestigious.

In the four years I spent in high school, however, I developed a love for rural America and above all for the idea of farming. And today here I am 20 years old. I am a junior at Iowa State University majoring in agricultural education, but I do have plans to go back to the farm.

I know that I will become a farmer, and the main reason is because of my background in vocational agriculture and above all the FFA.

FFA really is not only applicable to those who are in high school. I learned a lot from FFA and I am enthusiastic about the organization not only because I am national president but because when my term is completed next October I still can have an active part in our organization through the FFA alumni.

I can spend many, many years – the rest of my career – working with the alumni and being around people who have the same background as I do, the same interests, and above all a love for agriculture.

So in answer to your question, Dr. Cross, I would like to say that the Future Farmers of America, our vocational organization, has definitely made me choose my career choice.

DR. CROSS: Our third speaker on this panel represents FBLA. He is Mike Arnett. He's the immediate past national president and he is from the state of Oklahoma.

MIKE ARNETT: Let me say that it's an honor and a privilege to be able to be here with you at this AVA meeting and to represent Future Business Leaders of America and Phi Beta Lambda, which is our college division.

My experiences in vocational education actually began when I entered the Future Business Leaders of America. All the experiences that I have had as far as vocational education and as far as my high school years and making them what they were to me I attribute entirely to the organization.

As proof that FBLA does have a leadership development type program, I can say that I had never held any student office before I was in this organization.

Through the organization I became involved in vocational education more or less as a sideline. On different occasions I would address meetings of vocational educators throughout the state, but at the time I didn't truly understand vocational education. I didn't realize the importance of it to the youth of the nation.

Through my activities in FBLA and consequently in the field of vocational education I've come to see that vocational education can truly be the salvation for a great majority of young people. After I became involved in vocational education I heard teachers and educators in the field of vocational education talking about the same things students talked about wanting – relevant education and education that would train the students to do something rather than just fill their minds with facts which they recited three months later on a final exam.

Vocational education can really mean success for a large number of students who would never have any type of success at all, students who would be total failures if it weren't for vocational education.

As for myself, I enrolled in a cooperative office education program in my senior year. At this time, I was convinced that I was going to be a lawyer. I don't know why, I suppose from watching *The Bold Ones* on TV I decided I wanted to be a lawyer.

As part of this cooperative program I worked after school as a general office worker in the county court clerk's office in the court house. I came to realize that not all lawyers drove around in sports cars and always won their cases, and ran around with beautiful women every night.

One of the things that vocational education does is get rid of some of the myths and misconceptions concerning different careers. All careers don't mean instant success; going through four years of college doesn't mean instant success.

In FBLA, as a national officer, one of my goals for the organization and for vocational education was to improve public relations and public information services from our organization. We accomplished a great deal during my year in office.

Now I'm going into public relations and industrial relations. I realize the importance of getting public support for youth organizations and for vocational education programs.

In conclusion, FBLA has definitely determined my career for many years in the future.

DR. CROSS: Our fourth speaker represents VICA. She is Claudia Mendenhall. She's the national president representing the high school division, and she is from California.

CLAUDIA MENDENHALL: I feel a little bit odd. So far we've had three speakers and all three of them are out of high school and are going forward towards success. I myself am a junior in high school and although I'm not employed I do know where I'm going.

We heard earlier today a story about a Miss Mess and it sure did bring back some memories of my freshman year. But we also heard about the American educational system. I can't attack it though because from what I've had so far I think it's fantastic.

Perhaps it's just my school or just the district that I come from, but I'm going to leave high school and I'm going to have a saleable skill.

I entered high school and I found myself in an exploratory program that was required for all freshmen. This exploratory program introduced me to many different types of careers. I tried drafting and I was a total disaster. I couldn't draw a straight line and I didn't understand a lot of the concepts. No offense to the Future Farmers but I was in an agriculture class and I just didn't fit there.

Then the next quarter I was in a printing class. Those of you who know just a little about printing, know that making a proof does not take a great deal of skill. But there was something when I made that proof and presented it to my teacher. It was something that I could produce and it was the beginning of a whole new world for me.

After that day I saw the graphic arts industries as my future, as something I could work towards. I wanted to develop my skills as well as I could. I made a decision then that I think is going to affect my lifetime. I decided that instead of going on to four years of college I would enroll in vocational education.

From my printing class I learned about an organization on campus called VICA. I got into VICA and started competing in different contests; I always lost.

I ran for just about every class a freshman could run for. I even ran for my local chapter presidency and I lost that too. That can get very discouraging.

But from VICA I found a motivation that kept me working and kept me trying until I could finally do something, I could finally achieve something.

In my printing class I can prove my skill.

I have gained pride in what I am doing and I want to go even further. When I get out of high school I'm going to go on to a junior college for more training in my field, and after that I'm going out to work in the printing industry because I feel it's a proud thing to be a craftsman in an industry like this.

I've talked to several tradesmen and employers in my community who are so enthusiastic because they are working with their hands and they are making money. And I just can't wait until I can go out there.

This just didn't happen, I didn't just get into vocational education. It was a dedicated teacher that cared enough about me and cared enough about the printing class and about the VICA organization to bring VICA into the classroom and to teach us leadership along with skill development. And I feel that's the most important lesson that I could have learned.

When you ask how well is vocational education preparing me for my future – I think the best way to describe that is that vocational education and the Vocational and Industrial Clubs of America motivated Claudia Mendenhall.

DR. CROSS: Our fifth speaker is Dennis Doubleday. He is the postsecondary national treasurer for OEA.

DENNIS DOUBLEDAY: I first started learning about vocational education in high school. Being from a farm the logical thing to do was join a vocational agricultural program. In high school I participated in four years of the ag program.

After graduating I enrolled in an accounting class at the Canberra Vocational Technical Institute in Minnesota.

I am now looking forward to a career in business with an agricultural background.

While enrolled in Canberra I found out about OEA and decided to join. In OEA I found out that one major thing in order to be a good leader is communication. To maintain a good position in any kind of business or any field you must be able to communicate. Through OEA I believe I have gained this ability. I have also gained the ability to make decisions more confidently.

With the skills I have gained through vocational education I have developed confidence and poise and the ability to accept responsibilities inherent in a career.

And I believe the confidence and the ability to understand and listen to others, that I feel I have gained through a vocational education, will make me a better leader, and a better worker in the work force of the United States.

How well is vocational education preparing me for my future? We'll say it in one word: it's doing a fabulous job.

DR. CROSS: Our last panelist represents the Future Homemakers of America, she is Nancy Hodgkinson, the national president, and she is from Kansas.

NANCY HODGKINSON: Many people upon hearing what I've chosen for a career are somewhat surprised. I am planning to be a legal secretary because I'm interested in courtroom cases. Ultimately I hope to be a legal secretary for a small firm of lawyers.

People ask me, when I tell them I'm going to be a legal secretary, what I'm doing in a homemaking club. I tell them that FHA does not limit a person, as an increasing number of people are becoming both homemaker and wage earner.

My organization is rather unique in that it applies to everyone. Everybody is a homemaker. It doesn't matter whether you live in rural areas or urban areas, whether you're single or married, or whether you're male or female. You're all homemakers.

Besides teaching me homemaking skills, FHA gives me opportunities to gain poise and confidence through being a member and an officer of the chapter, and a member of the community. It gives lessons in making and carrying out a plan, preparing a budget, deciding on a schedule, assigning jobs, along with many other things.

It gives me responsibilities and teaches me to accept and deal with them. It helps me get involved with people, find out what they're like, and through them find out what I'm really like. These things don't happen just on national levels. They start as soon as you become a member of the organization, and all these things will help me in my business career.

If later in life I happen to get married, FHA will still be with me. If I have to give up the secretarial career there will be many avenues for hobbies such as volunteer work in a hospital or with retarded children, or learning to become a gourmet cook.

FHA has prepared me not only for a career but for the rest of my life.

DR. CROSS: As we listened to these six leaders I know that each of you in this audience realized, as I did, that they are sort of the epitome of what we are all about -- developing human potential, giving direction to young lives and older lives, and finding a place in the world of work.

We do thank each of you for coming. This has been a real highlight in our convention, and we are deeply grateful for this part in our program.

SECOND GENERAL SESSION

Monday, December 4

Vocational Education–Growth and Future Potential

Lawrence F. Davenport
Chairman, Vice President for Development
Tuskegee Institute, Tuskegee, Alabama

I believe that all of us here can share in the thrill of the knowledge that vocational and technical education has never before been stronger in our nation than it is today.

That is not to say that it cannot be further strengthened. It is certainly not strong enough, by a long shot, to meet the demonstrated needs of our nation's students, our communities, and our society as a whole.

But we are now on the threshold of a period of expansion and improvement in the field of vocational education. Vocational education is moving into the mainstream of education in our country as educators, legislators, students and parents come to realize that our system has for too long been overweight on the side of the academic curriculum.

Overcrowding and joblessness in the professions have exploded the myth that a four-year college degree is necessary for success, while there is new interest in skill training to prepare for the challenging and rewarding careers which are a part of our modern technological society.

The current November issue of *Manpower Magazine*, published by the Manpower Administration of the U.S. Department of Labor, reports on a study of vocational education programs in 20 selected cities, which was conducted by the National Planning Association under the direction of the National Advisory Council on Vocational Education. They point out that the future looks bright for vocational education. By 1980, the number of annual job openings for persons with entry-level preparation in mechanical crafts, construction, health occupations, and other skills taught in vocational programs is expected to be nearly *four times greater* than the number of people who completed such programs in 1968.

The NPA study states that: "The overall drift of these findings is that as enrollments and programs have expanded in vocational education, they have become more responsive to career opportunities and to national priorities."

For example, homemaking had 42 percent of all vocational enrollments at the start of the decade, and only 27 percent of enrollments in 1970, although the number of homemaking enrollments more than doubled as a result of the great increase in vocational enrollments during the sixties.

Agriculture dropped from 21 percent to nearly 10 percent of total enrollments during the sixties, while it gained moderately in absolute numbers.

And although enrollments were small in technical occupations – 272,000 in 1970 – and in health occupations – 198,000 in 1970 – both programs showed high growth rates. Technical occupations grew by more than 2½ times during the decade, and health occupations enrollments increased nearly 5 times.

The NPA study is optimistic on the long-range outlook for vocational education, if it keeps up-to-date and offers instruction which is closely related to available job opportunities.

Another indicator of the growth and future potential of vocational education is the change wrought by the Vocational Education Act of 1963 and the 1968 Amendments. As you know, the Smith-Hughes Act of 1917 was the first vocational education act, and it was the first Federal grant program of aid to non-collegiate education. It was designed to meet the pressing needs – as seen at that time – for education for the world of work. Traditional academic education was unsuited for preparing students for the skills needed in an increasingly complex industrial society. With the passage of the Smith-Hughes Act, the options and the opportunities for students increased enormously.

Today we find ourselves in a similar situation. The acts of 1963 and 1968, as well as the recently enacted Education Amendments of 1972, were designed to help bring vocational education up-to-date, and to help provide the skills needed for modern occupations.

The results have been impressive. In 1962, our total investment in vocational education was $284 million, of which $51.4 million came from the Federal Government and the rest from state and local sources.

Total enrollments, secondary, postsecondary, and adult, were just over 4 million. 63 percent of that was in on-the-farm agriculture and non-employment related home economics.

In 1972, our total support for vocational education had grown to $3 billion, including over $520 million from the Federal Government. Enrollments had nearly tripled to 11,615,000, only 35 percent of which were in agriculture and home economics. Much of the agriculture enrollments now are in modern agribusiness, as opposed to on-the-farm agriculture, and over 240,000 of the home economics enrollments were in courses designed for employment outside the home.

In 1972, 335,000 persons were enrolled in the much-needed health occupations, as compared with a mere 49,000 in 1962. 352,000 were enrolled in technical education, as compared with 149,000 in 1962. Trades and industry enrollments nearly doubled over that period to almost 2 million.

The rate of growth has been phenomenal, at both the federal and state levels. As the National Advisory Council on Vocational Education pointed out in its testimony this year before the Appropriations Committees of the Congress, the states are now matching federal dollars for vocational education by an average of 6 to 1, the greatest ratio of any education program.

These are all indicators of growth and achievement in vocational education. As I said before, this is not enough, and we still have a long way to go. We must not forget that federal appropriations are still only about 50 percent of the amounts authorized under the 1968 Amendments.

If the picture I paint sounds rosy, remember it is rosy in relative terms only. As the National Advisory Council on Vocational Education has pointed out continually in its reports, and at every other available opportunity, vocational education is still not reaching vast numbers of students who should and could benefit from it.

But we have come a long way in a comparatively short period of time, and we have arrived at the threshold through which we can view the vast future potential of vocational education.

A large part of that potential is bound up in the emerging career education concept. The same kind of thinking and rationale which is responsible for the recent expansion of vocational education programs, has simultaneously led to development of the career education idea. That is, the need to expand the options of the vast majority of students who will not complete a four-year degree, the need to offer students more relevant educational experiences, and the need to offer the skill training needed for the world of work in the latter part of this century.

If properly designed and implemented, career education could serve as the vehicle to bring vocational education and skill training to the vast majority of our nation's students.

Career education, however, is not a synonym for vocational education. Yet, the two are inextricably linked together.

Career education seeks to give meaning to all education by relating its contents to the job world. Under career education, every student should leave the school system with a salable skill – a minimum of an entry-level job skill upon leaving at or before the end of high school. Or it could mean a more advanced skill upon departing at some level from a postsecondary institution. The concept should also include adults who need to upgrade their skills or retrain for new jobs.

Career education should neither deny intellectual achievement nor denigrate manual skills. It is neither academic education nor vocational education, yet it involves both. Early childhood and college education are as much a part of the concept as elementary and secondary schools – wherever youth and adults can find learning relevant to the world of work. It must encompass all these prerequisites: attitudes, knowledge, and skills necessary to choose, prepare for, and pursue a successful career.

The key concepts are:

1. Preparation for successful working careers shall be a key objective of all education.
2. Every teacher in every course will emphasize the contribution that subject matter can make to a successful career.
3. "Hands-on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content.
4. Preparation for careers will be recognized as the mutual importance of work attitudes, human relations skills, orientation to the nature of the workaday world, exposure to alternative career choices, and the acquisition of *actual job skills.*
5. Learning will not be reserved for the classroom, but learning environments for career education will also be identified in the home, the community, and employing establishments.

6. Career education is a basic and pervasive approach to all education, but it in no way conflicts with other legitimate education objectives such as citizenship, culture, family responsibility, and basic education.

Career education, then, is total in its scope, affecting every aspect of education. It extends from the earliest years through graduate and professional school. It is career preparation for everyone, which could involve skill training for industrial, business, or service careers at the high school level; additional training for paraprofessional occupations requiring one or two years of postsecondary schooling; or academic and professional education leading to a baccalaureate or advanced degree.

The overriding value of career education is in expanding the options available to students. Booker T. Washington, the founder of Tuskegee Institute, once commented on a tendency which is still prevalent today. In an address entitled "Democracy and Education," he said: "It seems to me that the temptation in education and missionary effort is to do for people that which was done a thousand years ago, or is being done for people a thousand miles away, without always making a careful study of the needs and conditions of the people whom we are trying to help. The temptation is to run all the people through a certain educational mold, regardless of the condition of the subject or the end to be accomplished."

He was referring at the time to Black students, but the same applies today to the majority of all students in our system. It is that tendency to push everyone through the same mold which is responsible for our impractical obsession with a college education for everyone, and the entrapment of millions of students in unchallenging and unproductive general education courses. Career education should greatly multiply the variety of options open to our young people.

Vocational education is but one part of career education, but it is a major and indispensable part. Vocational education is the skill training component which will most directly affect the majority of students in a career education system. If fully implemented, a career education system would mean a strong and modern vocational education program in every school in the country. That is a staggering thought which contains serious implications for the educational system as a whole, as well as for vocational education.

Career education is a reform movement, which means that much of our traditional system of education will have to undergo some pretty jolting changes. Vocational education will have to make some changes as well.

Vocational educators cannot take the attitude that career education is a means of due restitution for the wrongs suffered by vocational education in the past.

We cannot continue the old traditional vocational education system as a separate entity within the career education movement. Reform must take place across the board if the concept is to work. If vocational education is to realize the opportunities implicit in the career education concept, it must meet the responsibilities which will be thrust upon it. It must meld into the total system as a full and equal partner.

Without domineering, it must assume a leadership role to help impart to the total system the disciplines and approaches which are unique to vocational education. And most importantly, it must continue to modernize its own curriculum and techniques, in order to fulfill the demand for skill training in the new and emerging occupations, which is, after all, what career education is all about.

We know, of course, – and we must continually stress this point – that vocational education cannot meet its responsibilities, either as a separate discipline or as part of the career education concept, purely on the basis of goodwill and dedication. It requires money!

This raises the possibility of a very real danger, which we must watch carefully. The danger is that a great deal of money will be poured into development of career education – and much of that money is vocational education money -- while vocational education as such receives little, if any, increases.

We must guard against any assumptions on the part of the educational bureaucrats and planners that vocational education can uphold its end of the deal without research, development, and financial assistance.

Career education will *not* work unless equal attention and financial resources are directed toward the development and expansion of vocational education itself.

The career education concept, as defined, will *not* be realized simply by plugging in the existing, under-funded vocational education system.

Assistant Secretary Marland has said that vocational education is a major component and at the core of the career education concept. Obviously, if the core is not strong enough, the entire structure will collapse.

In addressing the State Directors of Vocational Education last year, Dr. Marland said: "Instead of the slightly less than 25 percent of high school students now enrolled in some kind of vocational skills programs, for example, the career education concept could affect, and affect in a fundamental fashion, as high as 80 percent of those young people."

He further stated: "Under career education it would be the intention that every youth would leave the school system with a marketable skill. Otherwise career education would be no improvement over the present general curriculum."

The implications are clear. If up to 80 percent of our high school students are to leave school with a *marketable skill,* vast expansion of the vocational education component will be required. If this does not happen, career education stands the risk of becoming another watered-down general education program, with some emphasis on the world of work, and a smattering of hands-on experience.

If that is to be the case, it could probably be done as effectively and far cheaper by adding a 30 minute indoctrination course on the work ethic somewhere in the existing curriculum.

While these dangers exist, and we must constantly be alert to them, I believe there is enough commitment and impetus to the career education movement to produce some valuable results.

The commitment extends from the President down to the local school districts. President Nixon is fully behind the career education approach, and it is a keystone of his education policy. In his last State of the Union Message, he stated:

> "Too often vocational education is foolishly stigmatized as being less desirable than academic preparation. And too often the academic curriculum offers very little preparation for viable careers. Most students are unable to combine the most valuable features of both vocational and academic education . . . we need a new approach, and I believe the best new approach is to strengthen career education."

Two weeks ago, the National and State Advisory Councils on Vocational Education held a joint meeting in Washington, at which they heard the Administration's top education leaders voice equally strong support of career education.

John Ottina, acting U.S. Commissioner of Education, commenting on the relationship between vocational and career education, said that vocational education is "very, very essential and perhaps the largest part of career education."

Thomas Glennan, Director of the new National Institute of Education, told us that career education and experimental schools programs will account for about one-half of NIE's budget.

William Pierce, who will head the new Bureau of Occupational and Adult Education within the Office of Education, said the Bureau will place great emphasis on career education, stressing the importance of meshing academic and vocational curricula, and attempting to maximize the availability of vocational courses and increase vocational education enrollment.

There is also widespread support in Congress for the basic concept of career education. Fortunately, the traditional strong backing in Congress for vocational education continues. Congress is not by any means inclined to abandon its advocacy of vocational education in favor of an untried theory of career education. I am certain that as the career education concept evolves, we will continue to find overwhelming support in Congress for a strong vocational education component, so that the skill training envisioned in career education does not become an empty promise.

This is evident in the Education Amendments of 1972, which is another indicator of the favorable outlook for vocational education. This bill extended the expiring portions of the Vocational Education Act for three more years, and upgraded vocational education in the U.S. Office of Education by creating, by statute, a Bureau of Occupational and Adult Education headed by a Deputy Commissioner.

The act included a new program designed primarily to expand postsecondary occupational education, and also to infuse occupational education into the secondary school curriculum on an equal basis with academic education.

Congressman Albert Quie of Minnesota, ranking minority member of the House Education and Labor Committee, and author of the new Occupational Education Program, discussed the program in his address before the joint meeting of the National and State Advisory Councils on November 17.

He said: "First, it is intended to expand postsecondary vocational-technical education to more adequately meet existing and developing needs for higher levels of skills in numerous fields. Second, it is intended to broaden the base of vocational-technical education in our entire education system and to put it on an equal basis with traditional academic preparation. Our intention was to help develop a new emphasis on occupational education from elementary school to postsecondary institutions, and to use all existing resources in that effort . . . . there is now the clear direction to consider occupational preparation as an integral part of all education in the administration of Federal programs. This is consistent with Assistant Secretary Marland's commendable emphasis on career education and is intended to complement it."

Considering all of these developments, and weighing in the dangers at the same time, I would prognosticate a robust and healthy future for vocational education.

Everyone concerned with vocational education, and especially the members and leaders of the American Vocational Association, have worked long and hard to bring us to this current plateau.

We should take pride in, and enjoy, that achievement. But we cannot relax our efforts. We must instead redouble them, and work harder than ever before, if we are to see the potential ahead develop into reality.

VOCATIONAL EDUCATION TODAY AND TOMORROW

William F. Pierce
Designate Deputy Commissioner for Occupational and Adult Education
U.S. Office of Education
Department of Health, Education, and Welfare

Always before I had been asked to speak because of the knowledge and experience I had gained in a particular area. Never before had I been asked to speak primarily because of the position I held. Quite obviously, I wasn't asked here tonight because of my depth of experience as the deputy commissioner of occupational and adult education. As of today, I've spent a total of ten days in the U.S. office, on a consultant basis, receiving briefings about the requirements of the position on the one hand and the intricacies of the federal bureaucracy on the other. I can assure you that at this moment I do not perceive myself as an instant expert in either area.

Always before, the audience was reasonably small—perhaps 500 people at the most and, more often than not, fewer than 200. Never before had I been asked to address an audience of this size. Frankly, from this angle, you're a rather imposing group. There's one other thing one can say about those small audiences. Generally, most of them were fairly familiar with me.

I've been in the Michigan State Department of Education for eight years now. In this new position, however, I am very aware of the fact that I share one affliction which the Vice President ascribed to himself when he first took office – my name is hardly a household word.

What can one say to such a diverse and yet, in many ways, such a similar group of people, similar at least in the sense that there is one common thread which binds you all together? You're all vocational educators. Consequently, what statistic could I quote which you haven't heard many times before; What statement could I make regarding the value of vocational education which most of you hadn't made yourselves many times before? What, in short, does one say to the brotherhood the first time he's asked to address them as a body?

Since I must have felt that as the Deputy Commissioner I could accomplish something with which vocational educators would agree and could support or I wouldn't have applied for the job, I decided I'd better tell you a little bit about what I perceive lies ahead in the next months and years.

One year ago in Portland, Dr. Sidney Marland, then the U.S. Commissioner of Education, and now the Assistant Secretary for Education, explained to the participants in the convention why he was opposing the creation of the new deputyship for occupational and adult education by legislative fiat. Those who heard or read that speech know that Dr. Marland was *not* opposing upgrading and re-emphasizing the role and position of vocational education within the educational system of this country. Indeed, one of the reasons I applied for the new position was because Sid Marland has provided more support and leadership to vocational education than any other U.S. Commissioner of Education in my memory.

At least partially as a result of Dr. Marland's example, President Nixon in his State of the Union Address almost one year ago, while discussing drop-outs and disenchanted adult employees, said:

> "One reason for this situation is the inflexibility of our educational system, including the fact that it so rigidly separates academic and vocational curricula. Too often vocational education is foolishly stigmatized as being less desirable than academic preparation. And too often the academic curriculum offers very little preparation for viable careers.

> Most students are unable to combine the most valuable features of both vocational and academic education; once they have chosen one curriculum, it is difficult to move to the other."

The President's Commission on School Finance, in its report entitled, *Schools, People and Money–The Need for Educational Reform,* stated, "The assumption that vocational preparation and academic education are somehow incompatible is a notion that this country should work hard to dispel." The commission went on to say,

> "The idea should be fostered that all students are preparing for a career and that they should share many experiences in common, although some will be spinning off from the formal educational system at the end of the 12th grade, some at the end of the 14th grade, and some at graduation from the university.
>
> Also fostered, should be the concept that an individual can re-enter the formal educational system at any point in his life and work toward a higher rung on the career ladder, should he be motivated to do so."

Finally, *The House Committee on Education and Labor's Congressional Report on the Education Amendment of 1972* contained the following language in support of that legislation which, as you know, contained the Occupational Education Act:

> "Since the passage of the Smith-Hughes Act in 1917, Congress has been encouraging our nation's schools to include as an integral part of their mission the preparation of their students for earning a living. The Vocational Educational Act of 1963 and its Amendments in 1968 are just the most recent instances of this Congressional encouragement. The Committee, however, after reviewing the administration and the effects of these and related acts, must report that the schools are falling far short of fulfilling this goal."

I share these three quotes with you simply to illustrate that the President, his advisors, the Congress, and the Assistant Secretary for Education are all extremely supportive of the promotion and expansion of secondary and postsecondary vocational and occupational education. Perhaps at no time in the history of this country has vocational education had as good an opportunity to assume its proper position in the educational system of this country. It may be that we will finally, and hopefully forever, be able to do as the President's Commission on School Finance suggested and overcome the notion that vocational and academic education are incompatible. Better still, we must create an educational environment which simply refuses to tolerate one without an appropriate amount of the other.

At any rate, due to the attitudes I hear and see being expressed by this nation's leaders, I feel confident that the intent of Congress as expressed in the Occupational Education Act of 1972 will not only be realized but exceeded. The new deputyship within the U.S. Office of Education will, therefore, very quickly address itself to, among other things, the following tasks:

1. Utilizing the career education concept, attempt to convey to the American public how unrealistic are the expectations that far too many of them place on a college degree.
2. Again utilizing the career education concept, convince educational administrators everywhere, and at every level, of the absolutely essential importance that academic and vocational education hold one for the other.
3. Maximize career development opportunities for all children from kindergarten on.

4. Maximize not only the availability of vocational education programs for all secondary students but optimize both vocational and academic skill training alternatives. We must utilize all segments of our environment for educational purposes when such utilization is appropriate. We must take full advantage of all the alternative delivery systems available to us.
5. Increase the secondary vocational enrollment to a more realistic percentage.
6. Increase the postsecondary technical enrollments in all community colleges to a more realistic and acceptable percentage.
7. Provide special emphasis for increased funding at the postsecondary level. We are very aware of the special emphasis Congress has placed on the initiation, expansion, and especially the upgrading of postsecondary occupational education in community and junior colleges. Congress felt those people were not represented in the old bureau. They shall be in the new. And one of their responsibilities will be to see to it that community colleges are appropriately represented in all policy and funding decisions of the bureau.
8. Maximize the use of private, postsecondary institutions.
9. Re-emphasize our vocational and academic efforts for our poorly served minority citizens.
10. Provide better coordination between all manpower programs so we can assure ourselves of the greatest efficiency possible in both expenditure of funds and service to people.
11. Make a special effort to maximize the training opportunities and alternatives for adults. In my opinion, we have done an exceedingly poor job of providing supplemental and upgrading skills to adults who are not yet out of work but who are not performing at their maximum capacity and, therefore, have not reached their maximum earning potential.
12. Provide special emphasis to two groups of adults: the returning Vietnam era vererans, and the elderly disenfranchised.
13. Maximize the expansion and utilization of counselors and guidance personnel at all levels. I am very aware that the writers of the House Report on the Education Amendments of 1972 used testimony provided by the American Personnel and Guidance Association to prove that the nation's schools are falling far short of attaining Congress' goal that the preparation of students for earning a living is an integral part of the school's program. I think it is significant that the APGA has become a spokesman for occupational and adult education. I am also very aware that the National Advisory Council's Sixth Report is devoted exclusively to counseling and guidance. And, as you know, Congress stipulated that at least one of the seven legislated grade 16 positions in the new bureau should be filled by someone having experience in occupational guidance and counseling. Consequently, one of the observable activities of this deputyship will deal with the expansion and promotion of the role of counseling and guidance personnel at all levels.
14. Utilizing the mandated senior advisor positions, the office will maximize the coordination of all programs so that skilled workers and subprofessional occupations are appropriately represented in all policy and funding decisions of the new bureau.

Now I realize that that's a pretty long, rather diverse list. A cynic might accuse me of simply throwing something into that list to please everyone. You may be cynical if you like. You are, of course, free to disbelieve me. I ask only that you withhold your criticism and judge the office on its performance.

This deputyship has also been assigned the major responsibility for carrying out both the promotion and implementation of the career education concept. Consequently, that will constitute one of the new bureau's major activities. Current planning, therefore, calls for the establishment of a career education office within the new bureau.

Let me hasten to stress at this point that, while the focus for the career education concept will be in the new deputyship, the *emphasis* on career education will permeate all the U.S. Office. Consequently, each deputy commissioner will not only share in the promotional responsibilities, he will also assist in the implementation of the concept by seeing to it that as many as possible of the discretionary funds within his deputyship are allocated to career education.

I want to emphasize here and now that career education and vocational education are *not* synonymous and that the fact that the responsibility for the promotion and implementation of career education has been placed in this deputyship must not be perceived as conveying the idea that career education and vocational education are felt to be the same by the U.S. Office of Education.

So much for the activities of the new deputyship. I trust it will be effective. I know it will be busy.

I'd like to spend the next few minutes talking about the relationship between vocational education and career education. Since the major responsibility for the promotion of career education will rest in the new deputyship, it seems appropriate for me to give you my definition of career education. From that definition, the relationship to vocational education should become apparent.

Let's back into what career education *is* by talking a little bit about what it is not.

First, career education is *not* vocational education, although vocational education is a necessary component of career education. *Second,* career education is *not* occupational training, although, again, that's a necessary ingredient. *Third,* career education is *not* simply the provision of occupational information beginning in the kindergarten level, the so-called world-of-work concept, although that's also very important. *Fourth,* career education is *not* obtained by the establishment of an area vocational center. Unfortunately, too many educators are using these terms synonymously. They are *not* the same. *Fifth,* career education is *not* relative only to those children and youth who will *not* go to college, and *Sixth,* career education is *not* separate from, independent of, or unrelated to so-called academic education.

Career education is, therefore, an attitude, an educational philosophy, if you will, that must, to be totally effective, permeate the thinking of every teacher, counselor, administrator, board member, and parent in this country. It is simply a commitment to do everything possible, beginning with preschool programs and continuing through graduate school, to see to it that the educational system prepares all children, youth, and adults, who do not suffer from an insurmountable physical, mental, or emotional impairment, to function at the maximum of their ability when they enter the labor market.

This presumes, therefore, that fourth grade teachers teach a child math, not because there is an intrinsic value in learning fractions, but because some form of mathematics is absolutely necessary to allow that child, as an adult, to be gainfully employed. It also presumes that the structure of and sequence of the math program, as we know it, may have to be changed because the development of performance objectives will define for the teacher what is essential in the math program of youngsters.

The fourth grade teacher is obviously used only for illustrative purposes. The same type of example can be developed for the sophomore English teacher, the senior language instructor, the community college history professor, and the graduate psychology course instructor. Career education, therefore, pervades all of education, and everything we do is done not for the sake of education, but for the sake of the student's career preparation.

As you can see, vocational education is one necessary component of career education. One might say, therefore, that the existence of vocational education is a necessary but not sufficient condition for the existence of career education.

One of the major concerns of vocational education seems to be a feeling that far too much financial support for career education has been borne by vocational education. If they are not synonymous, why did the financial burden fall to vocational education?

First, that perception is only partially accurate and, second, there is every reason to believe that the situation will get better in the near future. During fiscal 1972, the U.S. Office committed $114 million to career education, of which $83,500,000 came from vocational and adult education. Assuming a fiscal 1973 budget at least equal to the President's recommended spending level, there will be $168,867,000 allocated to career education, of which $85,500,000 will come from vocational education. That means moving from 74 percent of the total expenditure in career education being borne by vocational education discretionary funds to 51 percent in only one year. Beyond that, I'm convinced vocational funds would have been spent for the exact same purposes even if there had been no such thing as career education.

The U.S. Office under the leadership of Sid Marland and Bob Worthington has moved vocational education forward faster and further than ever before. We need to keep a few facts in mind, however, so that we can assure the maintenance of their leadership thrust.

From 1968 to 1971, vocational education enrollments have increased by over 4 million or by 54 percent, while during the same time, federal expenditures in vocational education increased $133,984,691 or by 31 percent.

In MDTA training programs for the same period, both the enrollments and the federal funding rose by about 11 percent. In adult education, enrollments increased by 150,270 or by 32 percent, while federal expenditures were going up by $15,404,674, or about 52 percent.

While these increases are impressive, they're simply not enough. We must do significantly better in the future.

Congress, the President, and the leadership in the U.S. Office have given us clear indications that they agree we must do better. They have provided the financial authorization to do so. If appropriations come even close to equaling authorizations, the level of our success will be determined only by our ability to perform what's expected of us.

I suggest to you the U.S. Office is ready to produce. The crucial question at this point is, "Are you ready to help?" Although time does not permit a full exploration of what form that help will probably need to take, let me suggest some general areas now which, hopefully, we'll be able to develop fully on other occasions.

1. Vast changes in programs
    (a) curriculum restructuring
    (b) more clustering

    (c) program elimination.
2. Educational accountability.
3. Development of performance objectives.
4. Reimbursement of programs on the basis of added costs.
5. Significant increases in postsecondary programs.
6. Newly conceived teacher training programs.

I asked earlier if you were ready to help. That's really a rhetorical question, since my experience with vocational educators is that you always are. Indeed, it's upon that basic assumption that we will move ahead in the next few months and years.

AVA AWARDS
AND
E.E.A.—SHIP'S CITATION

CITATION

Conferred upon individuals who have aided significantly in the development and progress of vocational and/or practical arts education—with emphasis on contributions of national importance.

ALBERT H. QUIE,
Member of Congress, First District, Minnesota

AVA presented a Citation to Representative Quie for his close work with Congressmen Perkins and Pucinski in drafting the Vocational Education Amendments of 1968, and for putting together Title X, Part B of the Education Amendments of 1972 (Public Law 92-318), which authorized federal funds for postsecondary occupational education programs. He was honored for his untiring efforts over the years to provide maximum support for vocational education. In the words of Lowell A. Burkett, AVA's executive director, "Congressman Quie is truly a most worthy recipient of the 1972 AVA Citation."

OUTSTANDING SERVICE AWARDS

Given to professional vocational educators in recognition of outstanding work over a period of years.

MRS. PAULINE W. BURBRINK,
Austin, Texas, retired Director,
Instructional Materials Laboratory, University of Texas at Austin

Mrs. Burbrink received an Outstanding Service Award for materially strengthening vocational education in the United States through her writing, publishing, teaching, and her great inspiration to vocational educators. Many teachers under her influence have, in turn, been able to improve their assistance to thousands of students who thereby acquire helpful skills and knowledge. Mrs. Burbrink was cited also for an impressive list of publications in the distributive education field and for her noteworthy success in working with trade associations.

THURSTON L. FAULKNER,
State Director of Vocational Education in Alabama, Montgomery

The Outstanding Service Award was conferred on Mr. Faulkner for his nearly 40 years of service to vocational education. He has most successfully advanced at the state level all aspects of vocational education, including developing teaching aids that have been used beyond Alabama's boundaries. Not only an eminently successful teacher, supervisor and state director, he has provided national leadership through various positions in AVA and is a strong promoter of increased Association membership.

KENNETH B. HOYT,
Professor of Education, University of Maryland, College Park

For his great benefits to the cause of vocational education, Professor Hoyt, of Silver Spring, Maryland, received an Outstanding Service Award. A prolific writer, an outstanding teacher, an articulate researcher, and a capable consultant, he is a leader in the field of vocational guidance. In presenting the Award, Awards Committee Chairman Robert Knoebel pointed out that "All who are engaged in this field in the United States have been – and are being – strengthened by his efforts." Listed in *Who's Who in America,* Professor Hoyt serves on a broad spectrum of local, state and national committees.

NOEL T. MYERS,
Portland, Indiana, International Education Specialist

A master vocational teacher and school administrator, Noel T. Myers received the Outstanding Service Award in recognition of his services to vocational education extending well beyond the borders of the United States. He served as an "ambassador of good will" during 18 years of overseas assignments. In 1960, Dr. Myers was assistant director for research on President Kennedy's Panel for Vocational Education.

WARREN G. SMELTZER,
Assistant State Director, Vocational and Technical Education, State of Maryland

Warren Smeltzer has provided capable state leadership for the development in Maryland of a comprehensive, statewide program of vocational education. In addition, he is often called upon to assist with the solution of national problems in this field. As a case in point, he recently helped with the planning and conduct of the National Project on Career Education carried out by the Maryland State Department of Education for the U.S. Office of Education. AVA honored him for his significant multiple roles as a teacher, local supervisor, teacher educator, state administrator, and national contributor to vocational education.

RULON C. VAN WAGENEN,
Sacramento, California, formerly Chief, Bureau of Business Education, State of California [now retired]

AVA presented an Outstanding Service Award to Mr. Van Wagenen for his 21-year service to the state of California, which has been recognized also by the California legislature and by Gov. Ronald Reagan. A strong, dedicated and resourceful national leader in the field of vocational education, he has written many articles and other publications in business education and has frequently been involved as a speaker, panelist and discussion leader in state and national meetings. His participation in state and national professional [illegible] has been both extensive and active.

AWARD OF MERIT

Presented to individuals or organizations – not engaged in education on a professional basis – who have contributed significantly to the success of any phase of vocational and/or practical arts education.

RUSSELL L. GUIN,
Publisher, Bloomington, Illinois

As a publisher, Mr. Guin has used his resources to provide significant support for his major interest in education, particularly the whole field of vocational education. As a speaker, he has addressed groups in many areas of the United States on behalf of vocational education. He has served also as a member of the Illinois Vocational Education Advisory Council and is currently chairman of the Danville College Board of Trustees. AVA identified and honored Mr. Guin as "one of a handful in a generation" who has helped shape and influence educational change in positive ways with immeasurable impact.

ROBERT C. LUSK,
former Secretary of Automobile Manufacturers–AVA Industry Planning Council
A resident of Detroit, Mr. Lusk has served not only AVA but also his state of Michigan where he has been a member of the State Advisory Council for Vocational Education. He has assisted in a major way with the preparation of instructional guides for both secondary and postsecondary levels and has created many local, state and national convention programs. Mr. Lusk has worked with industry and education on major research to strengthen guidance in vocational education programs and to coordinate efforts to produce realistic educational materials. A major endeavor has been to bring together industrial management, labor and education in an effort to strengthen vocational education throughout the United States.

MRS. SATENIG ST. MARIE,
Manager of Education and Consumer Relations, J.C. Penney Co., Inc.
To J.C. Penney Co., Inc., and to Mrs. St. Marie, AVA presented its Award of Merit in recognition of the company's establishing a position of Manager of Education and Consumer Relations and of Mrs. St. Marie's outstanding assistance to vocational education since she has held the position. Penney maintains a policy of assisting vocational educators by developing publications and other educational aids of particular help to teachers and administrators in home economics, business education and distributive education. The company also provides to educators various services as well as publications.

JAMES WALL,
Lincoln, Nebraska, Executive Secretary, National Vocational Agriculture Teachers' Association
Mr. Wall has contributed in a major way to the advancement of vocational education in America through his participation in the development and promotion of vocational education legislation at both state and federal levels. He has devoted much time and effort to service on task forces and to assisting with national conventions designed to develop quality vocational education.

E.E.A.–SHIP'S CITATION

The Educational Exhibitors Association presented its 1972 SHIP Citation to Byrl R. Shoemaker, state director of vocational education for Ohio, in recognition of "many outstanding contributions to vocational education."

Dr. Shoemaker received his B.A. degree, with a major in industrial arts education, from Ohio State University in 1941, and taught school for several years. He gained industrial experience as a machinist, and served as director of curriculum, Naval Technical Training School, from 1944 to 1946.

After World War II, he earned his M.A. and Ph.D. degrees at Ohio State University, and worked as local supervisor and as district supervisor in T &I education in Ohio.

He joined the State Department of Education as an assistant state supervisor in 1951, and he was appointed state director in 1962.

Dr. Shoemaker was instrumental in the organization of VICA, and he has made numerous contributions to vocational education in states outside Ohio. He served as AVA president in 1964-65, and was presented an AVA Outstanding Service Award in 1968.

HOUSE OF DELEGATES

The House of Delegates of the American Vocational Association convened in the Grand Ballroom of the Conrad Hilton Hotel, Chicago, Illinois, at 10:30 A.M., December 6, 1972, President Aleene Cross presiding.

President Cross announced that Bill Harrison, Oklahoma, would serve as Parliamentarian.

President Cross requested Executive Director Burkett to call the roll of states. Preceding the roll call, Executive Director Burkett read from the AVA Bylaws relating to the House of Delegates.

The number of delegates eligible from each state in accordance with the AVA Bylaws and the number present were as follows:

State	*Number of Delegates*	
	Eligible	*Present*
Alabama	24	24
Alaska	1	1
Arizona	4	4
Arkansas	10	10
California	14	9
Colorado	6	6
Connecticut	4	4
Delaware	1	1
District of Columbia	2	2
Florida	13	13
Georgia	28	28
Hawaii	1	1
Idaho	3	3
Illinois	16	16
Indiana	7	7
Iowa	10	9
Kansas	7	7
Kentucky	14	12
Louisiana	11	11
Maine	1	0
Maryland	3	1
Massachusetts	9	1
Michigan	5	5
Minnesota	19	19
Mississippi	8	8
Missouri	11	11
Montana	3	3
Nebraska	6	6
Nevada	2	2
New Hampshire	1	0
New Jersey	7	7
New Mexico	3	3
New York	11	11
North Carolina	25	25
North Dakota	4	4
Ohio	27	27
Oklahoma	18	18
Oregon	5	5
Pennsylvania	10	9

Puerto Rico	7	2
Rhode Island	0	0
South Carolina	11	11
South Dakota	2	0
Tennessee	15	15
Texas	28	28
Utah	5	5
Vermont	1	1
Virginia	20	18
Virgin Islands	0	0
Washington	6	6
West Virginia	4	4
Wisconsin	16	16
Wyoming	2	2
TOTAL	471	441

President Cross stated that the following procedures would be followed in conducting the meeting:

1. The agenda as printed in the Convention Program will be followed.
2. A delegate must use a floor microphone when speaking.
3. The names of delegates making motions and seconds will not be recorded.
4. The *Robert's Rules of Order* will be followed.

Approval of Minutes of December 8, 1971 Meeting

It was moved and seconded that the House of Delegates dispense with reading the minutes of the meeting held December 8, 1971, Portland, Oregon, and that they be approved as presented. *Motion carried.*

Executive Director's Report

President Cross called on Executive Director Burkett for his annual report to the House of Delegates. (See Appendix A)

Treasurer and Auditor's Report

President Cross asked Ruth S. Backus, AVA Treasurer, to give the financial report. (See Appendix B)

Fannie Lee Boyd, Georgia, Chairman of the Audit Review Committee, presented her report to the Delegates. (See Appendix C)

It was moved and seconded that the Financial Report and the Audit Review Committee Report be approved as presented. *Motion carried.*

Resolutions–Program of Work Committee Report

President Cross called on Victor Van Hook, Chairman, Resolutions–Program of Work Committee. He informed the delegates that the AVA Program of Work, to be implemented July 1, 1973 through June 30, 1974 would be published in a spring issue of the *American Vocational Journal.*

Resolutions

Victor Van Hook presented the Resolutions to the delegates. After discussion and amendments the Resolutions were adopted by the House of Delegates. (See Policy Resolutions section–page 45–which follows House of Delegates section)

Following the Resolutions presented by Victor Van Hook there was a

Resolution presented from the floor entitled *Objections to Single Discipline Oriented Secondary Schools.* (See Appendix D)

After brief discussion –

It was moved and seconded that the Resolutions entitled *Objections to Single Discipline Oriented Secondary Schools* be approved. *Motion defeated.*

It was moved and seconded that the House of Delegates express appreciation to Victor Van Hook and the Resolutions–Program of Work Committee for their dedication.

Bylaws Revision

President Cross called on Ralph Bender, Chairman of the AVA Constitution Committee to give his report. (See Appendix E)

It was moved and seconded that the amendments to Article IX of the AVA Bylaws, as printed in the *American Vocational Journal* be adopted. *Motion carried.* (See Appendix F)

Nominating Committee Report

President Cross called on Jean Clawson, California, Chairman of the Nominating Committee, to give her report.

The following names were presented for the office of AVA President with the term beginning July 1, 1973 and expiring June 30, 1974:

C.M. Lawrence, Chief, Bureau of Vocational and Adult Programs, Division of Vocational, Technical and Adult Education, Florida Department of Education

William G. Smith, Instructor of Vocational-Technical Education, Rutgers University, New Brunswick, New Jersey

President Cross asked for nominations from the floor for President of AVA. There were none and President Cross declared nominations closed.

The two nominees for AVA President, C.M. Lawrence and William G. Smith, made brief statements to the delegation.

The following four new AVA Vice Presidents, who had been elected during the divisional business meetings Tuesday, December 5, were introduced to the delegates by President Cross:

Agricultural Education – Glen McDowell, Kentucky
Guidance – James E. Bottoms, Georgia
Health Occupations – Wilma Gillespie, Ohio
Manpower – L. E. Nichols, Georgia

There being no further business to come before the House of Delegates, President Cross declared the meeting adjourned at 12:15 P.M.

APPENDICES

Appendix A–Report of AVA Executive Director

Each year the AVA House of Delegates is assembled to conduct the business of the Association and to give careful consideration to many of the issues and problems facing our program. I feel a responsibility on behalf of the Board of Directors for giving you some indication of what has been done regarding the resolutions of the previous year. We have prepared a brief report for you which is among the papers that were on the seats when you came in.

The purpose of a resolution is to set policy and to provide direction for the association. There are several levels of implementation. It is incumbent upon the Board of Directors and the staff supporting them to carry out those activities directed specifically to the Board of Directors and to the staff. It is also the responsibility of the divisions and departments of the Association to support the policies of the Association and to plan programs of work that assist in implementing them. The state associations have a similar responsibility, as does each individual member.

We recognize that the success of vocational education in this country is dependent upon the work of individuals engaged in the program. You have established an enviable record of accomplishments but the future holds greater challenges than we have ever faced. The time for commitment and hard work is at hand. I know vocational educators and they will meet these challenges.

Fortunately, we have state associations within the structure of AVA that are directing their attention to the issues and the problems facing vocational education at the state and the local levels. I want to compliment the state associations for the outstanding work that they are doing in helping carry out many of the policies and directions that have been given to us by the House of Delegates.

In addition to those immediate issues and problems facing us, there are long-range ones that need to be viewed constantly. We must, of course, be concerned about what happens in our schools and our programs today; but, it is incumbent upon us, as vocational educators, to look down the road at what vocational education is going to be in the years ahead. We must develop strong leadership for the future. We must always be concerned about our professional development program to permit those who are capable of becoming leaders to emerge.

For a few moments I would like to share with you some of the current issues that the Board of Directors has been concerned with in the past few days.

The organizational study has a high priority. I believe it is a healthy sign that an organization is willing to look at itself and see how well it is doing. I don't believe that the Board of Directors feels that there is anything seriously wrong with the organization but it feels the necessity for looking at the structure in order to better serve the professional needs of AVA members. And I don't believe that you, as the House of Delegates, felt we had anything seriously wrong with the organization when you called for the study last year.

The study is under way. AVA members were made aware of the study through the *American Vocational Journal.* Many of you testified before the Study Panel during this convention, and we hope that many more will send in your comments and suggestions immediately.

We are, indeed, very fortunate to have an outstanding group of individuals constituting this Study Panel. These people were selected on the basis of their objectivity, and their ability to organize and manage. We believe that they will come forth with some good suggestions for your consideration next year at the House of Delegates meeting.

We are also fortunate to have Carroll Bennett heading up the staff of the panel. I don't know how many have met Carroll, but he is here. And I would like for Carroll to stand so you will all recognize him. The reason I want you to recognize him is because he will be happy to receive any suggestions that you might have for the improvement of the structure of AVA. You can address him at the AVA Office in Washington, D.C.

One of the great concerns of the Study Panel is the purposes for which AVA should be organized. AVA has a charter which was established in 1929; you will find it in the AVA Bylaws and Articles of Incorporation. Please study these purposes and give us your suggestions.

Who are vocational educators? Are they people engaged in the total program of career education? Are they mainly state departments of education personnel? Are they advisory council members? Are they chiefly teachers? Are they vocational administrators? Should AVA be concerned with vocational education, as contrasted with working conditions and salary negotiations for its members? Can AVA be effective as a federation of state associations? These are some of the questions that need resolving in our organizational study. We hope that members will feel that they are a part of the study. We want involvement. This is your study, and not a study being done by a panel or the Board of Directors.

The Board of Directors has been considering the question of AVA strategy for the implementation of career education during the past week. Career education is a movement in the educational community that is moving ahead and we believe that it is important to vocational education. What strategy shall AVA employ in implementing it

The Board of Directors has adopted a theme for the 1973 convention – "The Place of Vocational Education in the Total American Educational System." This should help put vocational education in the right relationship to career education.

Another issue facing vocational education next year is revenue sharing. Many of you are aware that in the Congress of the United States there has been a movement toward revenue sharing with states and local communities of the federal funds. What effect will this have upon the development and implementation of quality programs of vocational education? This is something that we will be faced with in the 93rd Congress as it convenes, and we need your input.

We are going to be faced with a very tight federal budget for the next few years and the funding of vocational education will be of great concern. We hope that you will help obtain full funding under the existing federal laws for vocational education.

Another issue of continuing concern is the administration of vocational education at the state and national levels. What should be the delivery system? What agencies at the state and national levels should be administering vocational education? Traditionally vocational education has been administered by the public school system. What will be the pattern for the future?

We will be concerned about the total manpower development program in this Nation. Can public school vocational education become the major delivery system for manpower training in this country? Will we be limited only to those programs that are currently a part of public vocational education?

I could go on and name many other issues, but I think you will agree with me that if we can deal adequately with these in 1973, we will have accomplished a great deal for vocational education.

I would like to close now by repeating for you a statement of mission of AVA as set forth by the Board of Directors. This is what it says, and I hope you will take it very seriously:

> The mission of the American Vocational Association is to develop and promote comprehensive programs of vocational education through which individuals are brought to a level of occupational performance commensurate with their human innate potential and the needs of society.

By insuring that the goals and objectives of vocational education are consistent with the mission; by influencing the development of public policy of vocational education consistent with the mission; by insuring adequate funding for vocational education; by identifying and establishing the place of vocational education in the total educational system; and by promoting the growth and development of professional personnel we will accomplish what most of us believe to be our professional responsibilities.

I appreciate this opportunity to call attention to some of the concerns that need our attention. I wish you all a successful year and solicit your wholehearted support.

Appendix B—Financial Report

Madam President, Board of Directors and Delegates:

On the 30th of June 1972, we completed another year of operation under the accrual system of accounting. Our records give an exact accounting of all phases of AVA's operation at any given time.

The total general revenue for the fiscal year 1972 was $976,634, an increase over previous year 1971 of 7 percent.

Membership dues constitute 62½ percent of our income.

Eleven and one-half percent of the total revenue comes from convention exhibits and registration fees, and thirteen percent from *Journal* advertising.

One percent comes from *Journal* sales and subscriptions, six and one-half percent from publication sales, and income from investment dividends, three and one-half percent. Other miscellaneous income including conference registration fees amounts to two percent.

The total general fund expenditures from program services and supporting services was $921,440, an increase in general cost of 6¼ percent over previous fiscal year 1971.

Under program services, expenditures for publications amount to 8¼ percent; for the *Journal* 25¼ percent; convention and seminar costs 15¼ percent, and 5½ percent for program development.

Under supporting services, membership costs are 8¾ percent; professional management 3 percent, and management and general 34 percent.

The fiscal year 1972 financial report prepared by our auditing firm, Leopold and Linowes, is available upon request from AVA.

I appreciate this opportunity to present to you the financial position of the American Vocational Assocaition.

Respectfully submitted,

Ruth S. Backus, AVA Treasurer

Appendix C—Audit Review Committee Report

Madam President, Board of Directors, and Delegates:

The Audit Review Committee appointed by the Board of Directors of the American Vocational Association reviewed the Audit Report for the fiscal year ending June 30, 1972, prepared by Leopold and Linowes, Certified Public Accountants, Washington, D.C.

In addition to the signed report letter of the auditing firm, the Committee reviewed exhibits A through G which consist of:

Exhibit A – Summary of Financial Activities
Exhibit B – Analysis of Functional Expenditures
Exhibit B-1 – Analysis of Program Services Expenditures
Exhibit C – Statement of Changes in General Fund Balance
Exhibit D – Statement of Changes in Current Restricted Fund Balances
Exhibit E – Statement of Changes in Equipment Fund Balance

Exhibit F – Statement of Changes in Endowment Fund Balances
Exhibit G – Statement of Financial Position

The audited financial statements have been prepared in accordance with standards adopted by the National Health Council and the National Social Welfare Assembly. They are stated on the accrual basis and include all material accounts receivable and payable, all other significant liabilities and material prepaid expenses, and as deferred revenue, any substantial amounts received or committed for support of the Association for the coming year.

The Committee accepts the financial statement as presented by the auditing firm based on the auditor's report letter and the notes which are a part of the report.

The Committee wishes to commend our Treasurer, Ruth S. Backus, for the efficient discharge of her duties during the past fiscal year.

Respectfully submitted,

Fannie Lee Boyd, Georgia (Chairman)
Home Economics

James Biddle, Indiana
Distributive Education

Edwin Kurth, Alabama
Technical Education

Appendix D–Resolutions on Objections to Single Discipline Oriented Secondary Schools

Whereas, the philosophy of secondary education encompasses education for living as well as education for making a living; and

Whereas, single discipline oriented public secondary schools promote separatism and segregation of these students from the mainstream of secondary education;

Therefore, Be It Resolved, that the American Vocational Association support the position that single discipline oriented public secondary schools are detrimental to the achievement of the overall objectives of secondary education, including those of career and occupational education.

Prepared by a group of individuals from
the Health Occupations Division –
David R. Terry, Spokesman, and
Unanimously adopted by the Health
Occupations Divison at their business
meeting 12/5/72, Chicago, Illinois.

Appendix E–Report of AVA Bylaws Committee to House of Delegates

The primary purpose of the Bylaws Committee is to facilitate the development of bylaws that provide guidelines for the participation of AVA members consistent with the purposes of the organization. With increasing membership and a more complex organization, it is only natural to receive suggestions for change of bylaws. The committee noted a great deal of interest on the part of the AVA membership in making changes in the organizational structure and procedure. Undoubtedly much of this interest was prompted by the newly created Organizational Study Panel and their solicitation for changes in operation. The Bylaws Committee met with the Chairman, Dr. George Brandon of the Study Panel, to identify general procedures that will be followed to bring about change. It appears that bylaw changes will not be developed for proposal to the House of Delegates until the 1974 AVA Convention.

The proposed bylaws amendment that has been submitted by our committee for your consideration is simply to identify the Bylaws Committee in Article IX which includes the list of the several standing committees of the AVA. The basic change is an addition of Item E: "A Bylaws Committee with one representative from each division having a vice president plus a chairman is to review, edit, and make recommendations concerning bylaws as outlined in Article XII." The inclusion of this amendment as Item E necessitates the change of the current Items E and F to be listed as F and G. The Bylaws Committee sees no reason why this amendment should not be passed.

Appendix F—AVA Bylaws Committee Presents Proposed Bylaws Amendments

Article IX to be amended to add:

"E. A Bylaws Committee with one representative from each division having a Vice President plus a chairman is to review, edit, and make recommendations concerning bylaws as outlined in Article XII."

Article IX, Section E, which reads as follows:

"E. Each division is encouraged to have a committee to serve in an advisory capacity to its Vice President" to be amended to read:

"F. Each division is encouraged to have a committee to serve in an advisory capacity to its Vice President."

Article IX, Section F, which reads as follows:

"F. Additional committees may be appointed from time to time by the Board of Directors as the necessity for them arises" to be amended to read:

"G. Additional committees may be appointed from time to time by the Board of Directors as the necessity for them arises."

This is to certify that the proposed amendment was submitted in accordance with Article XII, Amendments, of the AVA Bylaws.

AVA
POLICY RESOLUTIONS

Chairman of Resolutions–Program of Work Committee:
Victor Van Hook
State Supervisor, Business and Office
Stillwater, Oklahoma

Adopted by the House of Delegates December 6, 1972

1. Election of AVA Vice Presidents

Whereas, at present a large proportion of members are denied the opportunity to vote for divisional vice presidents if they are not in attendance at the annual convention; and

Whereas, the current AVA Bylaws limit voting only to those divisional members in attendance at the division meetings held at the annual AVA convention;

Therefore, Be It Resolved, that the AVA House of Delegates direct the Bylaws Committee to change the Bylaws to assure that the membership have greater opportunity to select the vice presidents of their respective divisions; and

Be It Further Resolved, that this be accomplished through secret mail ballots sent from AVA headquarters and that candidates be given visibility through the *American Vocational Journal* or other means deemed appropriate.

2. Recruitment and Retention of AVA Members

Whereas, every person involved in teaching, supervising, coordinating, administering and other professional tasks relating to vocational education programs should have ready access to membership in the American Vocational Association; and

Whereas, the recruitment of new members and the retention of members through continued renewal of membership is desirable for the strength and growth of the Association; and

Whereas, the membership in the Association is considerably below its potential;

Therefore, Be It Resolved, that the American Vocational Association Board of Directors initiate a study of the procedure for becoming an AVA member and for renewing memberships through the state and territorial association affiliates; and

Be It Further Resolved, that upon completion of the study, the Board of Directors recommend to the House of Delegates a comprehensive plan for recruiting new members and simplifying the procedure for membership renewal.

3. Commendation to and Support for the 7th Report of the National Advisory Council on Vocational Education, Entitled "Vocational Student Organizations"

Whereas, the National Advisory Council on Vocational Education has released its 7th Report entitled "Vocational Student Organizations" to the Secretary of Health, Education, and Welfare on November 15, 1972; and

Whereas, the National Advisory Council on Vocational Education has recognized the value of the Distributive Education Clubs of America, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America, Office Education Association, and Vocational Industrial Clubs of America as making a significant contribution to the leadership development of the students involved in the organizations; and

Whereas, the activities of the vocational youth organizations in vocational education have provided the opportunity for representatives of business, industry, labor, and the community to participate actively in practically all phases of vocational education;

Therefore, Be It Resolved, that the American Vocational Association commend the National Advisory Council on Vocational Education for its 7th Report; and

Be It Further Resolved, that the American Vocational Association inform the Secretary of Health, Education and Welfare that it supports the 7th Report of the National Advisory Council on Vocational Education, entitled "Vocational Student Organizations."

4. Bureau Status for Vocational Education in the United States Office of Education

Whereas, the American Vocational Association has vigorously supported strong Federal leadership for vocational education within the structure of the U.S. Office of Education; and

Whereas, the Education Amendments of 1972 (P.L. 92-318) established a Bureau of Occupational and Adult Education at a high level in the U.S. Office of Education, despite strong opposition from the U.S. Office of Education; and

Whereas, the establishment of the Bureau of Occupational and Adult Education received strong support from Members of Congress;

Therefore, Be It Resolved, that the American Vocational Association express appreciation to Congressional leaders who introduced legislation to bring about the creation of this Bureau; and

Be It Further Resolved, that copies of this resolution be sent to those members of the 92nd Congress who were most active in this legislative endeavor.

5. Involvement of Guidance Personnel in Comprehensive Career Development Programs

Whereas, there is a national emphasis on the importance and need for career education for all; and

Whereas, career development is a basic concept of career education; and

Whereas, wise choices should be based upon an understanding of self in terms of interests, aptitudes, and abilities; and

Whereas, all youth should be aware of career opportunities and demands; and

Whereas, there is a need for acquainting all youth with the world of work at an early age beginning with career awareness in grades K-6, career orientation in the middle and junior high school grades and career exploration in grades 9 and 10; and

Whereas, there is a need for breadth in vocational course offerings so that young people may pursue vocational preparation in accordance with their occupational choices; and

Whereas, there is a need for vocational, educational, and personal career information and acceptance for all;

Therefore, Be It Resolved, that the American Vocational Association membership actively support the inclusion of professional guidance personnel in the development of educational programs designed to offer opportunities for youth to improve their awareness orientation and exploration of occupation.

6. Inclusion of Industrial Arts in State Plans for Vocational Education

Whereas, the Vocational Education Act of 1963 has been amended to include industrial arts education programs in cases where the United States Commissioner of Education determines by regulation that it will accomplish one or more of the purposes of said Act; and

Whereas, the Bureau of Adult, Vocational and Technical Education of the U.S. Office of Education has continued its support of an Ad Hoc Committee on Criteria and Guidelines for Funding Industrial Arts; and

Whereas, the American Vocational Association in cooperation with the Career Education Personnel Development Branch of the National Center for Improving

Educational Systems, U.S. Office of Education, sponsored and conducted a National Leadership Conference on the Role of Industrial Arts in Career Education on October 25-28, 1972, in St. Louis, Missouri;

Therefore, Be It Resolved, that the American Vocational Association in cooperation with state departments of education and state vocational associations, will promote and encourage the inclusion of industrial arts in state plans for vocational education; and

Be It Further Resolved, that the American Vocational Association continue its support of the above mentioned Ad Hoc Committee in its refinement of the guidelines for industrial arts in carrying out its role in career education.

7. Public Education and the National Manpower Program

Whereas, effective education and training programs are a vital component of the Nation's manpower development program and they assist citizens in acquiring the education and skills needed for entry into employment and the upgrading of their employment skills; and

Whereas, the knowledge-based society in the United States is characterized by changing expectations regarding work and its place in human life, education for work must include cognitive and affective skills as well as the psychomotor development traditionally associated with skill acquisition; and

Whereas, the institutional training programs under the Manpower Development and Training Act, conducted by the public education systems have demonstrated their capacity and commitment to serving a broader range of educational needs as evidenced by the capability of the manpower training skill centers which are helping disadvantaged youth and adults throughout the United States acquire the education and skills needed for employment; and

Whereas, institutional training programs administered by the public school systems have served over 1.2 million trainees since 1962 and such programs have been determined by independent evaluators to be the most effective component of the Nation's manpower program in terms of placement, post-training attachment to the labor force, and in increased earnings; and

Whereas, a study by the Joint Economic Committee of the Congress of the United States has supported the value of training conducted under the Manpower Development and Training Act; and

Whereas, the education systems of the United States are the only publicly created institutions that touch the lives of all citizens and thereby have the potential for being the key institutions in the community for the rendering of human services and serving as the fulcrum for social change; and

Whereas, the involvement of state and local public education agencies in programs under the Manpower Training and Development Act has accelerated change in educational institutions to include more occupational and career preparation; and

Whereas, the Manpower Development and Training Act is scheduled to expire on June 30, 1973;

Therefore, Be It Resolved that the American Vocational Association supports manpower legislation in the 93rd Congress that will acknowledge these findings and include a definitive and responsible statutory role for state and local public education and training agencies in the planning and administration of education and training programs required in a national manpower development program; and that will assure a continuity of involvement of the appropriate federal human resources agency having primary responsibility for education at the federal level; and

Be It Further Resolved, that such manpower legislation shall be comprehensive in nature and shall include but not be limited to:

1. The equitable involvement and participation of those citizens who are least competitive in the labor market due to discriminatory practices, lack of education and training skills required for employment, and linguistic and other cultural barriers.

2. A strong national program of job development in public service employment as a component of the national manpower program. Such programs should provide the appropriate education and training to enable participants to compete effectively in state and local merit systems.

3. A correctional rehabilitation program that will provide alternatives to incarceration for first offenders; an effective training program for inmates of correctional institutions in jobs that are relevant to the labor market; and support and assistance after sentencing or incarceration.

4. A revitalized and expanded Neighborhood Youth Corps program under the aegis of the local public systems that would provide job relevant education and training, in addition to the income maintenance required to assist youth to remain in school.

5. Assurance of appropriate judicial review by all affected program participants, to include appeal to the appropriate federal agency, and, if necessary, through the United States court system.

8. Support for Consumer, Homemaking, and Occupational Training Programs Under Home Economics Education

Whereas, the changing life styles of modern life are affecting the traditional roles of both men and women in the home, as witnessed by the fact that 19,249,000 working wives are now in the labor force and by the mounting evidence that the husband is assuming more of the homemaking responsibility; and

Whereas, home economics programs across the nation are seeking to meet the needs of this changing pattern of life as evidenced by reports from the U.S. Office of Education that approximately 3,700,000 youth and adults are now being served by such programs; and

Whereas, the discipline of home economics is vitally related to real and potential job opportunities in such expanding employment areas as nutrition, workers with the elderly, child care workers, food service workers, and paraprofessionals in the social service areas; and

Whereas, consumer education has now become a vital area of concern to the American family, requiring more knowledge and understanding of such matters as financial planning, housing, health and medical services, food, clothing, education, and other facets of the family's well-being; and

Whereas, home economics programs are demonstrating their competence to meet the needs of the American consumer throughout the nation and the vital role this discipline can play in this endeavor; and

Whereas, the importance of the home as a learning environment during childhood and the need for greater parental education has been established; and

Whereas, a critical need for a system of institutionalized day care centers for the children of working mothers now exists, as reflected by the fact that 11.6 million mothers with children under 18 years of age were working or seeking work in March 1969, and that U.S. Department of Labor projections for 1985 indicate that 6.6 million mothers age 20 to 44 with children under age 5 years will be in the labor force, thus representing a 32 percent increase between 1975 and 1985, and by the further fact that a July 1969 Gallup poll revealed that two-thirds of the American public favored the establishment of federally-funded day care centers and the need for trained personnel to work with children;

Therefore, Be It Resolved, that the American Vocational Association take whatever steps are deemed appropriate to secure adequate authorizations for federal funding for a comprehensive program of home economics designed to meet these needs and problems and also seek the cooperation of the American Home Economics Association and other professional groups and agencies with an interest in these common concerns.

9. Categorical Funding for Vocational Education

Whereas, expansion of vocational education services to youth and adults has been directly related to increases in categorical funding from the federal level; and

Whereas, increases in federal categorical funding for vocational education have brought corresponding increases in allocations of state and local funds for vocational education; and

Whereas, state and local funds for vocational education exceed federal funds by a ratio of approximately four to one; and

Whereas, growth in vocational programs for youth and adults in individual school districts has been closely related to categorical funding from the state level; and

Whereas, meager assistance to vocational education programs has been realized from the Elementary and Secondary Education Act; and

Whereas, direct federal-local funding in a "revenue sharing" approach may fragment efforts to coordinate educational efforts at the state level and could result in duplication of programs and administrative responsibilities;

Therefore, Be It Resolved, that the American Vocational Association urge that categorical funding at the federal-state-local levels be continued for vocational education in order to assure continuing growth of vocational education programs; and

Be It Further Resolved, that any legislative changes made in funding patterns for vocational education at the federal level provide for a maintenance of effort through state and local funds.

10. Funding for Vocational Education

Whereas, state educational agencies that have responsibility for the administration and allocation of federal educational appropriations which must be spent during the fiscal year of such appropriation, often are notified of such appropriations at a date so late in the fiscal year that it is extremely difficult to utilize these funds efficiently before the end of the fiscal year; and

Whereas, provisions of the Elementary and Secondary Education Act Amendments of 1965 authorize the expenditure of federal funds by state and local educational agencies during two fiscal years; and

Whereas, these provisions expire on June 30, 1973; and

Whereas, it is desirable that this provision be extended in order to provide increased flexibility in the total planning and administration of vocational education programs;

Therefore, Be It Resolved, that the American Vocational Association urge the Congress of the United States to enact legislation that will provide permanent authority for the expenditure of federal educational monies over a period of two fiscal years.

11. Involvement of Leaders of Business, Industry, and Labor in the Improvement of Vocational Education Programs

Whereas, identification with people in the world of work is essential to a realistic and effective vocational program; and

Whereas, the guidance and counsel of experienced practitioners in the various occupational areas is needed to guarantee that vocational programs continue to be realistic and effective;

Therefore, Be It Resolved, that leaders of vocational programs in the occupational areas at the national, state, and local levels continually strive to increase the involvement of laymen in their respective occupational areas through advisory committees and other means; and

Be It Further Resolved, that as national conferences for the occupational areas are developed and conducted by the U.S. Office of Education, the American Vocational Association and affiliated organizations, leaders from business, industry, and labor be involved to a greater extent; and

Be It Further Resolved, that such conference reports as may be developed from these conferences relating to the need for continued improvement of vocational programs in the respective occupational areas be given broad distribution; and

Be It Further Resolved, that copies of this resolution be sent to the Deputy Commissioner of the Bureau of Occupational and Adult Education, U.S. Office of Education, and the officers of the national organizations and associations representing the various occupational areas; and

Be It Further Resolved, that the American Vocational Association Vice Presidents report on the implementation of this resolution to their respective memberships at the 1973 AVA Convention.

12. State Plans for Vocational Education

Whereas, the Vocational Education Act of 1963 (P.L. 88-210) requires a state plan for vocational education; and

Whereas, Section 1057 of the Education Amendments of 1972 (P.L. 92-318) also requires a state plan for vocational education; and

Whereas, the state plans promulgated under P.L. 88-210 have proven to be a viable method of relating goals and programs within a state to the goals of legislation at the national level; and

Whereas, such state plans for vocational education have served to stimulate planning between groups affected by vocational education within a state; and

Whereas, such state plans for vocational education have served as a stimulus for improved planning at the local level within the individual state;

Therefore, Be It Resolved, that the American Vocational Association recommend to the U.S. Office of Education that regulations be promulgated to combine the planning functions at the state level in order to produce only one plan that will meet the requirements of both P.L. 88-210 and Section 1057 of P.L. 92-318.

13. Availability of Federal Excess Personal Property To Vocational-Technical Educational Programs and Manpower Development Training Act Programs

Whereas, the total commitment of the United States to vocational training programs contingent upon the ability of public educational and training agencies to procure equipment and materials within their financial means; and

Whereas, there are current demands for an expansion of vocational training programs on the secondary, postsecondary and adult levels, coupled with concerns for programs for training of veterans, unemployed and under-employed persons, and other disadvantaged persons; and

Whereas, the United States Department of Health, Education and Welfare has arbitrarily suspended the participation of public educational agencies in the

Federal Excess Personal Property Utilization Program; and

Whereas, other departments of the federal government are continuing the participation of certain training agencies in the Federal Excess Personal Property Utilization Program; and

Whereas, the federal government is faced with the problem of effectively utilizing large quantities of property that are excess to its needs; and

Whereas, it is economically sound and administratively logical that public educational and training agencies be permitted to participate in the utilization of this property;

Therefore, Be It Resolved, that the American Vocational Association exert every effort upon the Secretary of the Department of Health, Education and Welfare to permit public vocational-technical education programs and public programs under the Manpower Development and Training Act to participate in the utilization of Federal Excess Personal Property.

14. National Industrial Equipment Reserve

Whereas, vocational-technical education programs have, for many years, enjoyed a mutually beneficial and profitable relationship with the National Industrial Equipment Reserve; and

Whereas, this program has assisted in providing skilled and trained manpower for the defense establishment in time of national need; and

Whereas, this program may be curtailed or discontinued due to lack of administrative funds at the federal level; and

Whereas, such curtailment or discontinuance would result in substantial increases in cost to local, state and federal taxpayers;

Therefore, Be It Resolved, that the American Vocational Association encourage the Congress of the U.S. and the Executive Branch of the Federal Government to cooperate in assuring continuance of this program.

15. Professional Opportunities for Women in Vocational Education

Whereas, the Women's Bureau of the U.S. Department of Labor has published statistics showing that fully employed women continue to earn less, on a yearly basis, than fully employed men of white and minority races; and

Whereas, in many occupations, women earn less than men where both are doing identical jobs; and

Whereas, women today account for a lesser proportion of all technical and professional workers than they did prior to World War II, despite the fact that the number of women in professional and technical occupations has nearly tripled since 1940; and

Whereas, the American Association of School Administrators has stated that among the 14,000 people holding top public school positions as superintendents, fewer than one percent are women; and

Whereas, there are few available facts concerning the numbers of professional men and women employed at all levels of vocational education and the salaries paid to each category of employee; and

Whereas, some members of the American Vocational Association have expressed concern that discrimination because of sex may be practiced at all levels of vocational education;

Therefore, Be It Resolved, that the American Vocational Association Board of Directors authorize a study of professional employment in vocational education with regard to the number of males and females at every level of the profession, the salaries paid to each category of employee, and then identify restrictions in promotional opportunities because of sex; and

Be It Further Resolved, that the Board of Directors report the results of this study to the membership through the *A V Journal* and other resources.

Be It Further Resolved, that the Board of Directors report the results of this study to the membership through the *American Vocational Journal* and other sources.

16. Federal Regulations for Industrial Arts

Whereas, the Vocational Education Act of 1963 has been amended to include industrial arts education programs in cases where the United States Commissioner of Education determines by regulation that such programs will accomplish one or more purposes of the Act; and

Whereas, industrial arts can make a significant contribution by assisting individuals in the making of informed and meaningful occupational choices as well as preparing individuals for enrollment in advanced or highly skilled vocational and technical education programs; and

Whereas, preparation for gainful employment is not a major purpose of industrial arts; and

Whereas, a draft copy of the rules and regulations relating to the role of industrial arts in the amended Vocational Education Act of 1963 has been developed by the U.S. Office of Education;

Therefore, Be It Resolved, that the American Vocational Association support the role of industrial arts in the amended Vocational Education Act of 1963 as outlined in the August 25, 1972 draft of the rules and regulations, Section 102.4(b) (5) (i) and (ii) which pertains to assisting individuals in making meaningful occupational choices and preparing for enrollment in advanced or highly skilled vocational education programs; and

Be It Further Resolved, that the American Vocational Association recommend to the U.S. Office of Education that Section 102.4(b) (5) (iii) of the August 25, 1972 draft of the rules and regulations which refers to preparation for gainful employment be revised to avoid a possible conflict of interest and duplication of efforts with other groups already responsible for providing such programs as outlined in existing state vocational education plans.

17. Full Funding for Vocational Education Acts

Whereas, Public Law 88-210 entitled "Vocational Education Act of 1963," and Public Law 90-576 entitled, "Amendments to the Vocational Education Act of 1963," authorizing federal grants to the states for vocational education, have encouraged states to extend vocational education opportunities to all youth and adults who can benefit from such education; and

Whereas, Public Law 90-576 authorized approximately one billion dollars for the fiscal year ending June 30, 1973 for the purpose of fully implementing the provisions of the Act; and

Whereas, the several states have systematically planned to implement vocational education programs adequately under the provisions of Public Law 90-576; and

Whereas, Public Law 92-318 entitled, "Education Amendments of 1972" has authorized additional funding to further expand vocational education opportunities; and

Whereas, annual appropriations for vocational education have consistently been considerably less than the amount authorized by the federal acts and the amounts have been inadequate to meet the vocational education needs of al people;

Therefore, Be It Resolved, that the American Vocational Association and its affiliated organizations make a concerted effort to urge members of Congress to appropriate the full amounts authorized in the vocational education acts, including the amounts authorized for the conduct and dissemination of vocational education research.

18. Vocational Education in Urban Areas

Whereas, the House of Delegates of the American Vocational Association passed a resolution at the 1971 AVA Convention calling upon the Association to organize an urban area task force on vocational education; and

Whereas, the AVA Task Force on Vocational Education in Urban Areas met December 1, 1972 and has reported the outcome of its deliberations on major issues; and

Whereas, a full report on the outcomes of the first meeting of the Task Force will be made at a later date; and

Whereas, the problems of the urban areas require continuing attention; and

Whereas, the Task Force has identified problems and is competent to address itself to the problems;

Therefore, Be It Resolved, that the Task Force on Vocational Education in Urban Areas continue to function as a part of the activities of the American Vocational Association, identify issues and assist in planning and conducting activities that will provide solutions for the issues facing urban areas; and

Be It Further Resolved, that the American Vocational Association be committed to directing its attention toward the critical problems facing vocational education in the schools of the large cities and urban areas.

19. Staffing of Vocational Education

Whereas, leadership for vocational education at the national, state and local levels is essential to effective vocational programs; and

Whereas, the Education Amendments of 1972 will result in realignments of leadership positions in the U.S. Office of Education, and possibly in the states; and

Whereas, some state staffs in vocational education are being reorganized with little concern for retaining direct contact with local teachers and coordinators in the respective occupational areas; and

Whereas, emphasis upon local control of vocational education programs may result in the abdication of leadership at the state level to the detriment of local vocational education programs; and

Whereas, vocational education programs are subject to the influence of the administrators in the agency, institution or school system; and

Whereas, administrators who desire that the vocational programs be of most value to the people enrolled will recognize the necessity of having teachers and coordinators of these programs who are prepared professionally and technically in each of the occupational areas being offered;

Therefore, Be It Resolved, that the American Vocational Association staff work with the Council of Chief State School Officers and the National Association of State Directors of Vocational Education to reemphasize and reestablish staffing by subject matter in the Bureau of Occupational and Adult Education and in the various state departments of education; and

Be It Further Resolved, that copies of this resolution be sent to the Deputy Commissioner of Occupational and Adult Education, U.S. Office of Education, and to the officers of the Council of Chief State School Officers and the officers of the National Association of State Directors of Vocational Education.

ADULT EDUCATION DEPARTMENT

Proceedings Recorder:
Dorothy Chambers
Supervisor, Vocational Education
Birmingham City Board of Education
Birmingham, Alabama

Retraining Today's Adults for Tomorrow's Jobs
December 4

Speaker: Allen F. Kerns, Coordinator, Pinellas School Work Evaluation Center, Pinellas County Board of Education, Clearwater, Florida

The presentation explored the following areas:

1. The Philosophy of Work Evaluation and Retraining Today's Adults for Tomorrow's Jobs

The goals and objectives of work evaluation were outlined with a description of several examples of the various formalized systems of work evaluation, including the Jewish Employment and Vocational Service, Testing Orientation and Work Evaluation in Rehabilitation (TOWER), and Singer-Graflex. Some delineation was made of work evaluation as against work adjustment and personal adjustment.

2. Orientation for Evaluees

The means of orienting students both by the school guidance departments and the Work Evaluation Center personnel were suggested. The student's purpose for attending the Center was taken into consideration.

3. Administering Work Samples

The philosophies and techniques of utilizing work samples for vocational evaluation were covered.

4. Observations on Performances

This portion of the presentation explained the actual method used by evaluators to observe the performance of the students while they were taking the work samples.

5. Time and Performance Rating

An explanation was given of the methods used in actually grading the time and performance quality of students taking the work samples.

6. The Evaluation Report to the Guidance Departments

Emphasis was placed on interpretation of the reports to the Guidance Department of the student's performance while taking work samples at the Center and on recommendations for utilization of the reports by the Guidance Departments and the teachers.

The Growing Concept of Community Schools
December 4

Speaker: Ethan B. Janove, Regional Coordinator, Institute for Community Education Development and Assistant Professor of Adult and Community Education, Ball State University, Muncie, Indiana

Community education was defined as the development of community-requested programs which meet community-identified goals and needs through the cooperative effort of all available resources. Such programs should include these components:

1. *Lighted school* – Open 24 hours a day, 365 days a year with

2. *Programs, classes, meetings, and activities requested by the community,* through a

3. *Community council,* which represents the entire community and acts as its "eyes and ears," working with

4. *A community educator,* who is trained to *coordinate* community needs with community resources through a

5. *Coordinating council,* which is an autonomous collaboration of service agencies, institutions, business and industry who are dedicated to "Enlightened Self Interest", all in conjunction with a

6. *University Center,* of which there are 15 serving at no cost to the community.

Community education should have as its goals:

1. The identification of the needs and desires of individuals and groups;
2. The identification of the human and physical resources of the community;
3. The development of a cooperative relationship among institutions, agencies, organizations, and groups, resulting in the unduplicated expansion of programs and services of these existing entities toward meeting identified needs;
4. The development of community-initiated programs and services by appropriate agencies to provide for unmet needs;
5. Full utilization of the public schools as well as other physical facilities of the community;
6. The involvement of the total community toward individual and group self-sufficiency;
7. The development of skills that support self-sufficiency and cooperation.

Mott Foundation started community schools 37 years ago, and the idea spread to eventually encompass all schools in Flint. Mott Interns and University Centers provide consultative services at no cost to help communities understand and initiate community education; training for community school personnel and interested others; evaluation of community resources, needs, and existing programs; and research information and assistance.

There are two essential elements in providing community education: (1) a community-based approach to education and (2) autonomous collaboration, i.e., integral agencies deliver services.

If and only if vocational education says, "We experts know what you (the people) want and need," or "We'll tell you what's to be offered and where"; then there is trouble between us. If not, we can complement each other.

Mobility for Educational Facilities
December 4

Speaker: Don H. Loftin, Manager, Special Instructional Services, Texas State Technical Institute, James Connally Campus, Waco, Texas

Concepts and methods used by Texas State Technical Institute is providing special instructional programs to meet the increasing needs of the many industries about the state. The purpose of this presentation is to illustrate the off-campus training programs Texas State Technical Institute develops and offers at the plant site or in the community.

Special needs require special programs. There are many special needs in Texas industry that can best be met by mobile training. Where a training need is certain and it is more feasible to bring the training to the student rather than the student to the training, mobile service is an answer. The total industry need can only be met by providing the capability of offering industrial training short courses on-campus, extension training at the job site, and mobile units. These services have been provided from the Connally Campus and must be further expanded if the need is to be met.

Four types of specialized off-campus activities will be used to illustrate Texas

State Technical Institute's concepts and philosophy regarding continuing education for adults in industry:

1. Mobile automotive specialist training
2. Mobile supervisory training
3. Special training for industrial development
4. Special training for farm-ranch industries

Our off-campus activities at Texas State Technical Institute have deep roots in the school's philosophy regarding continuing education for the adults of Texas. This philosophy is based on the premise that the educational system must accept the responsibility of going to the students; determining their interests, needs, and aptitudes; designing the curriculum to meet these needs; and finally, making such programs available to the student. Only by making continuing education readily available, generously flexible, effectively designed, and vigorously administered, can the problem of responsible adulthood be even partially solved.

A Model Program to Instruct Manpower Training Personnel in the Selection and Application of Remedial Instructional Materials to Meet Individual Trainee Needs

December 4

Speaker: Donna M. Seay, Director, Technical Education, Research Centers, Montgomery, Alabama

The long-range goal of this project is to increase the number of qualified staff who can establish and operate an individualized system for prevocational and vocational training for adults in need of basic remedial services. In order to achieve this goal, the project is individualizing the delivery of training for staff, as well as for trainees, in the Individualized Manpower Training (IMT) System. The materials for the component programs were developed in Phase I and additional materials are scheduled for development and tryout during Phase II. Also incorporated in Phase II is the development and tryout of the Formative Assessment and Management (FAM) component, an improvement-oriented process.

Training for administrators, staff, and support personnel was initially conducted at several pilot-demonstration sites. Technical assistance was provided for problems specific to establishing and operating the IMT System. Follow-up and assessment provided data for revising the staff training materials. In addition, training was conducted for the teacher-educator members of a consortium of colleges and universities who helped to monitor and to advise the project. These teacher-educators will, in turn, provide staff training programs at new sites as a part of a broader dissemination and utilization plan.

Phase I of the project included the development of the following: establishing and operating guides; programs in complementary skills, reading, and employability behaviors; and an occupational cluster. These programs build on to a prescribing catalog for individualized delivery of basic education in mathematics and language as developed for the Department of Labor by the Rehabilitation Research Foundation of Elmore, Alabama. The IMT project is now expanding the individualized system to include prevocational and vocational work sampling programs which will be field-tested in the present sites and five new sites, two in Florida and three in California.

In developing a comprehensive individualized system to service disadvantaged and handicapped youths and adults, new programs are being reviewed and field-tested. If necessary, these programs will be revised and expanded to meet the criteria established for the IMT System, and as new programs are incorporated, individualized staff-training materials will be developed.

A major goal for Phase II is an analytical assessment of the IMT System's impact on trainees and institutions at nine sites. The Formative Assessment and Management System is designed for use by all IMT staff. Formative assessment by definition is an improvement-oriented process for corrective and confirming feedback. This process will not only keep check on the quantity and quality of progress in developing an optimal individualized system and the supporting staff-training materials, but will also provide critical input to that development.

POSTSECONDARY EDUCATION DEPARTMENT

Proceedings Recorder:
James L. Boone, Jr.
Head, Department of Industrial Education
Texas A&M University
College Station, Texas

DEPARTMENTAL PLANNING COMMITTEE MEETING

December 1

The meeting was called to order at 2:00 P.M. by Acting Chairman James L. Boone, Jr. The following persons were in attendance: Ellen M. Abbott, James L. Boone, Jr., James D. Bowling, Cal Farmer, Angelo C. Gillie, Josephine B. Hayslip, Myrtle E. Hunt, A. D. Mathison, Albert J. Riendeau, and Donald E. Wilson.

The minutes of the December 1971 and March 1972 meetings were approved as mailed.

The committee voted to request the secretary to indicate to the AVA staff that a different hotel, away from the airport, be selected for the March 1-3, 1973 meeting in St. Louis, Missouri. The committee strongly objects to the noise in the airport area in St. Louis.

Ellen M. Abbott was elected as the Postsecondary Department Program chairman for 1973. She is automatically the Department Planning Committee chairman-elect and will serve as committee chairman in 1974. The 1972 program chairman, James L. Boone, Jr., will be the Planning Committee chairman in 1973.

Josephine B. Hayslip was elected as the Department Planning Committee secretary for 1973.

The committee approved a motion to the effect that Lois Farone and James L. Boone, Jr. be written letters of appreciation in recognition of their dedicated service to the Postsecondary Department of AVA.

The committee discussed the position paper on articulation that was authorized at the 1972 St. Louis meeting. It was decided that additional input from the field was desirable. It was moved, seconded, and passed that James L. Boone, Jr. continue to serve as chairman of the Committee on Articulation. Other members of the committee are: Ellen M. Abbott, James D. Bowling, Cal Farmer, Angelo C. Gillie, Josephine B. Hayslip, Myrtle E. Hunt, A. D. Mathison, Albert J. Riendeau, and Donald E. Wilson. By February 15, 1973 each committee member will submit a position paper on articulation to Chairman Boone. Chairman Boone will consolidate the papers and make copies available to committee members at the March 1-3, 1973 meeting in St. Louis.

Planning Committee members are urged to bring to the March meeting suggested program topics and participants for the Postsecondary Department program at the 1973 AVA Convention in Atlanta.

The meeting was adjourned at 4:00 P.M. (Donald E. Wilson, secretary)

GENERAL SESSION I

9:00–11:30 A.M., Lower Summit Room, Conrad Hilton Hotel,
Program Chairman and Recorder: James L. Boone, Jr.
Hosts: G. Dale Gutcher, J. H. Kerlan
Topic: The Role of the Postsecondary Educator in Career Education
Moderator: Donald L. Clark
Speakers: Sterling R. Provost, Raymond P. Perkins, Max Farning

GENERAL SESSION II

2:00–5:00 P.M., Lower Summit Room, Conrad Hilton Hotel

Chairman: G. Dale Gutcher
Hosts: A. D. Mathison, James D. Bowling
Recorder: James L. Boone, Jr.
Topic: Articulating the Postsecondary and Secondary Occupational Programs
Speakers: J. R. Jackson, Morris Webb, Robert R. Reilley, Christopher Borman, C. Thomas Olivo, and Ugo Lea

ABSTRACTS OF PRESENTATIONS MADE AT THE DEPARTMENTAL GENERAL SESSIONS

All That Glitters Is Not Gold

Sterling R. Provost, Director, Veterans and Vocational-Technical Affairs, Utah System of Higher Education, Salt Lake City, Utah

You may recall the story in Greek mythology of King Midas. Despite all the riches he had, he wanted more. An ethereal stranger appeared, granting him the "golden touch;" hereafter, all he touched would turn to gold. In theory this was his heart's desire, yet it proved disastrous. Among other things, he could not touch the flowers which he loved; he could neither eat nor drink. Finally, when his daughter was transformed, he fell into deep despair.

As only in mythology, the stranger returned and through a given process, Midas had the touch remitted. The myth concluded with the inferred admonition, "All that glitters is not gold."

At the present time, vocational-technical education is enjoying a tremendous growth surge. Everyone desires to join the movement. If we are not cautious, however, the Midas analogy could become a reality in this circumstance and the forward progress made reversed.

One of the unfortunate side effects of this new educational emphasis is the tendency to separate students into either vocational or academic categories. This suggests that a student is made to feel coerced into making a choice between one or the other. The more reasonable approach is to foster a climate which will enable the concerned student to participate in both educational experiences to the extent he chooses.

Vocational-technical education is broadly referred to as training which should be available to (1) students in grades K through 9 who would receive a graded "orientation" to the world of work, (2) students in high school who will go directly into the work force, (3) students who are already enrolled in related programs in postsecondary institutions, (4) individuals who may have either completed or discontinued their formal education and are preparing to enter the labor market, (5) those who have already entered the job field but who need to upgrade their skills or learn new ones, (6) persons with special educational handicaps, and (7) anyone who may desire additional schooling for a variety of reasons.

With the technological advancements expanding at such a rapid rate, it is imperative that our educational delivery system rise to the occasion. The mechanics of learning must not emphasize academic preparation over technical excellence. This, then, would portend that a student should be free to commingle his objectives and not be placed in a position to further dichotomize his ambitions. Anything short of achieving this high purpose will result in nonfulfillment for the student, the school, and all of society.

In order to bring into proper focus representative concerns, four areas are treated with the word *ROLE* as our code key. We would equate "R" = *reaction to change and innovation;* "O" = *objective and purpose;* "L" = *label or image;* and "E" = *efforts at cooperation.*

"R."—A criticism leveled at vocational educators is that some training programs need to be significantly updated if their graduates are to be adequately job-qualified. This demands astute judgment so as to determine what to implement and what to exclude. Standards and guidelines also need to be established which permit a meaningful flexibility.

"O."—As in all successful endeavors, one must know what he is about. Our educational processes should be more nearly geared to declared employment shortages. Administrators and instructors must assure that the educational system of which they are a part prepares the graduate for a productive and self-fulfilling life, AS WELL AS a real saleable skill. Education should also be viewed as a continuous process and never terminal.

"L."—This is perhaps the most challenging and yet frustrating of all—how to replace old public attitudes with new understandings of the dignity and place of work. In 1944, the president of the University of Chicago remarked: "The thing to do with vocational education is to forget it."

We have come a long way since then, but we must be forever improving the worth of vocational or technical education, while acknowledging the need for a "liberal education."

"E."—There must be continuing strides made which exhibit a mutual trust between the components involved in creating a solid alliance with elementary/secondary and postsecondary education, business and industry, home, community, governmental units, et al. All must work together to aid the student in making the most of his educational experience in all aspects of the training program.

Student-Related Implications

Raymond P. Perkins, Coordinator, Vocational Programs, Texas A&M University, College Station, Texas

Three groups of students have historically comprised the input of postsecondary vocational education:

1. Those continuing, expanding, or elevating a concentration developed at the secondary level
2. Those who have just "found" themselves and are starting the preparation process
3. Those seeking to grow in a field which they have started or to re-direct where obsolescence or a change in goal necessitates a new start.

I shall refer to these as the "continuation student," the "detour student," and the "retread student."

Each of these students places special demands on the system. Full realization of the career education dream will alter both common and unique requirements of all three groups.

Who has escaped the experience of students who had selected a program without understanding what it was about? Or when he or she had obvious characteristics which literally scream "unsuitable." Then came career education.

Awareness, exploration, basic preparation, guidance, counseling, and then—behold—every student screened, exposed, convinced; a dream come true!

The Continuation Student

After being exposed to the 15 clusters of occupations, exploring three or more in depth, and achieving some entry level skill in one or more occupations, the continuation student will arrive at your door unlike the majority who presently enter. They will have at least four characteristics which will be obvious:

1. They will have a greater depth of knowledge about our area of specialization requiring that we begin our instruction at a more advanced level.
2. All students will have a wider knowledge of occupations–they will be able to relate horizontally much more easily.
3. They will know more, both of what they need and why they need it. We will find ourselves answering more real questions and putting fewer answers in storage against the future time when the questions will come.
4. These students will have been exposed to more sophisticated teaching equipment and techniques, more independent learning, more elaborate teaching materials, and more competent teachers than brought the present group along.

The Detour Student

That individual who leaves the formal educational system and takes a swing at the world of work before he arrives in our classroom is not a new phenomenon. Career education won't have much impact on this type in the immediate future. Eventually he, too, will show the effect. Other factors have already begun to change him.

1. He is becoming more likely to be openly critical. It's "the thing to do."
2. One of the drums being beaten loudest in relation to career education is: "in-and-out as you see fit." To some this will sound more like, "the school must be flexible enough to accommodate to me, not me to it."
3. He or she has been "burned" once and is usually more serious and responsible.

The Retread Student

The effect of career education will reach this student last–or first. He is with us now; this could be our place to strike the first blow for the realization of the dream. In fact, we began career education with these students when postsecondary vocational education started.

Of the estimated 26 million persons living below the poverty level in the United States:

34.4% are under 14
18.2% are over 65
4.7% are ill or disabled
6.6% are in school
12.3% are unemployed
76.2% who "have an excuse."

The other 23.8 percent, or six million plus, are employed–or underemployed.

How does the subpoverty worker become aware of job opportunities? In addition to handicaps such as a negative self-image, he never sees many opportunities. He, for example, knows little or nothing about the hospitality industry–who can afford to eat in restaurants and sleep in hotels?

Above and beyond the rather incomprehensible figure of six million, we can think in terms of the dignity and worth of a fellow American. This is the portion of career education in which postsecondary vocational education must concentrate.

A Role For Two-Year Postsecondary Institutions In Career Education

Max Farning, Assistant Professor, Department of Industrial Teacher Education, University of Wisconsin–Stout, Menomonie, Wisconsin

Career education will become a reality only in the proportion that teachers, counselors, and administrators in elementary and secondary schools become committed to the principle that career education is true education. Unless the teachers, counselors, and administrators in the K-12 schools become firmly committed to the principles and practices of career education, career education will have no noticeable effect on education. For a teacher to be an effective teacher within the philosophy of career education, the teacher must have knowledge about the wide array of both blue collar and white collar occupations. In addition to being knowledgeable about these occupations, the teacher must recognize and appreciate the importance of the entire range of occupations in our society. The teacher must come to appreciate the efforts of the men and women who fill the many work roles throughout the private and government sectors.

There is a body of information in career education which is not incorporated in the earlier philosophies of education. In large measure, this body of information has already been assembled and verified by the two-year post-high school institutions throughout the United States. The two-year post-high school vocational-technical institutions and the two-year occupationally oriented colleges must become involved in teacher in-service training programs for elementary and secondary teachers if these teachers are to have learning experiences which will enable them to know about occupations and occupational clusters, as well as to enhance their attitudes toward all occupations.

How can Mrs. Smith, a third grade teacher, provide her students with learning experiences so that her students become aware of occupations and the world of work if she has spent her entire life in a nearly pure academic setting–first as an elementary student, then as a secondary student pursuing the college preparatory curriculum, then as a college student preparing to teach academic subjects, and now as an elementary teacher teaching academic subjects? What learning experiences must our hypothetical Mrs. Smith have in order that she can fulfill the objectives of career education? In what learning experiences must Mrs. Smith participate so that her students become aware of the world or work, occupational clusters, and occupations?

What is wrong with having Mrs. Smith, her fellow teachers, counselors, and administrators take a 40-hour in-service career education program at the local two-year post-high school vocational-technical institute or two-year college in trade and industry, business and distribution, and the health occupations? Let's bring the teachers, counselors, and administrators into the schools and have them operate a lathe, a metal shear, a jointer, take someone's blood pressure and temperature, make a hospital bed, operate a key-punch machine, and balance an accounts receivable and accounts payable. The learning experiences must not be limited to one occupational area but should include the fields of health, office and distribution, trade and industry, agriculture, and home economics.

This model for in-service teacher training for career education proposes to use the expertise, hardware, and software in the already existing two-year post-high school institutions. If elementary and secondary teachers are to present learning experiences to their students such that the goals of career education be met, these teachers must at least have some simulated occupational experience in a variety of occupations ranging from engineer, to automobile mechanic, to technician, to medical specialist. How many counselors in our high schools are providing career information on careers about which they have had no learning experiences? What is wrong with having a little hands-on-experience in simulated conditions immediately followed by additional learning experiences whereby they come to know of the employment opportunities as well as the training and educational requirements to enter these occupations.

In some cases, a two-year post-high school institution might even desire to establish pre-service learning experiences—say, for example, one or two three-credit courses in career education—which could then be part of the college curriculum for each student who is pursuing the teacher preparatory curriculum.

The two-year post-high school institutions can make a major contribution toward implementing career education in the elementary and secondary schools. They can do this by conducting programs of career education (pre-service and in-service) which are especially designed to meet the needs of today's and tomorrow's teachers, counselors, and administrators in the elementary and secondary schools.

Articulating Postsecondary and Secondary Occupational Programs

G. Dale Gutcher, Director, Technical Assistance Programs, Texas A&M University, College Station, Texas

The concept of career education seems, at this time, to have been unanimously endorsed by the chief state school officers. This endorsement implies their recognition of the importance of career preparation for those persons who complete their skill training in an apprenticeship program as well as those who learn their skills in college. Sidney Marland in the November 1971 issue of *American Education*, suggested that the restructuring of our educational system must encompass a career theme throughout the elementary and secondary school years and "... beyond, if he so elects." To many of us in vocational education, this seems to be essentially the same procedure that we have advocated for a long time. Some people have described this as a process by which career selection is to be based upon sound knowledge of occupational opportunities.

In a general way, career education may consist of four educational phases leading to the final goal of employability. Without going into great detail, these phases might be: (1) the awareness phase, in which an introduction is made to the many ways that people can be constructively employed; (2) the literary phase, in which young people are taught to think and talk in terms of various occupations; (3) an exploratory phase, in which an opportunity is provided to touch, smell, and taste the fundamentals of selected occupations; and (4) the training phase, in which the specific skills of an occupation are taught. It seems evident that if this process is to lead successfully to employment, each upward step must have carefully defined goals so that the composite of all phases leads to the attainment of the final goal – employability. How the separate phases can be totaled will depend, in great part, upon the skill with which articulation is achieved. The need for and importance of this vertical articulation may be readily apparent; however, a thoughtful alliance between the academic and vocational curricula, if not as apparent, is of no lesser importance.

An extremely important part of Dr. Marland's description of career education is that portion which indicates that the postsecondary institutions have a definite role also. What has not been made known is the nature of this role. We would hope that a generous portion of the effort would be expended to add to those skills acquired at the secondary level. Again, the need for articulating the postsecondary programs with those of the secondary may be apparent; however, the task is often complicated by the fact that the postsecondary goals may have been spelled out in general terms only.

The Advisory Council for Vocational-Technical Education in Texas is currently engaged in the task of defining the role and scope of the postsecondary program. When they have finished, we hope that we will find greater success in making these programs a continuation of the educational process and not necessarily another type of education.

This is a big job and one that is important to the success of career education. I trust that the following presentations will give you some idea of the action and reaction presently taking place to assure continuous education as the students move from one institutional level to the next.

Articulating The Postsecondary and Secondary Occupational Programs

J. R. Jackson, President, Brazosport College, Freeport, Texas

Ten years ago, I placed responsibility for the articulation of postsecondary and secondary occupational programs on the community colleges. Now that I am president of a community college, I would direct this responsibility to elementary aid secondary school districts, if it were not for the experience I have had as administrator of an elementary-secondary district. The problem with articulation is difficult, but not impossible. The problem lies with everyone's understanding everyone else's problems.

A *Houston Post* article by Joyce Kennedy, dated November 22, 1972, traced occupational education back to 1642 when Massachusetts colonists realized that apprentices needed to learn a trade to help make the colony survive. Today's apprentices (elementary and secondary students) are faced with the overwhelming choice of picking one of the 28,000 occupational training areas available to them to help society survive.

Kenneth G. Hoyt, in reference to Kennedy's article, said "There are far too many students who still see no apparent linkup between what they are being asked to learn in school and what they will someday do to earn a living. Schools must be made to make sense to students, in part, as preparation for making a living."

We cannot believe that occupational programs should teach only manipulative skills to the abandonment of cognitive skills. The cognitive skills must be made relative, in the minds of the students, to the occupational training he or she is receiving today. In addition, the postsecondary schools must make room for the 750,000 high school students who drop out each year without sufficient cognitive skill for effective job market competition. Articulation is not *only* the responsibility of one or another of the educational systems, but of the entire educational community.

A superficial look reveals three more evident problems of articulation between elementary-secondary schools and the community college: (1) the college will have enrollees with all levels of experience or competence; (2) some high schools offer as many as four years of occupational education; (3) other high schools offer no kinds of occupational education.

Although the problems of articulation of occupational education programs will probably never be completely solved, a number of things can be done to greatly improve articulation efficiency: (1) maintain open channels of communication with elementary-secondary school personnel on all levels; (2) offer advanced standing credit (by examination) to students with saleable skills; (3) provide elementary and secondary occupational instructors with syllabi of college courses of the same discipline; (4) hold semi-annual occupational program open houses for elementary-secondary school personnel, on the college campus; (5) use advisory committees composed of professional people for each occupational program offered; (6) govern the work of the advisory committees with an advisory council composed of one representative from each advisory committee and other appropriate college personnel.

I am confident that occupational education is on the threshold of its greatest day and that adequate articulation at every level will be adequately achieved.

Articulation With Technical Institute Programs

Morris S. Webb, Senior Vice-President, Texas State Technical Institute, Waco, Texas

TSTI is a state-wide institution in a state having 44 junior colleges, many comprehensive. Therefore, TSTI students are principally from outside the junior college districts or training for emerging or unusual occupations. The latter pose no problems because their programs have no counterparts in secondary schools. Consequently, articulation at TSTI is concerned with vocational programs in high schools not served by junior college districts and "support" programs, usually mathematics and science, for all students.

TSTI follows practices well established by universities for granting credit for high school "academic" courses. Unfortunately, students planning to enter postsecondary vocational-technical curriculums seldom take needed mathematics and sciences in high school. TSTI conducts technical development programs to allow students to remove such deficiencies. Courses are primarily mathematics, physical sciences, and reading improvement. All courses are completely individualized; students may enroll on any day in any one or more courses and continue until they reach the level needed for success in the vocational-technical program of their choice.

Different problems exist in articulating vocational programs. TSTI draws students from schools of every size with vocational programs of every level of quality. The problem is to determine how much each student actually learned in his school courses. Since TSTI cannot monitor schools scattered throughout the state, "advance standing exams" are used. These always consist of a written test of the student's knowledge and a shop or lab test of his skills. Students are allowed to decide whether to take the examinations after counseling interviews. TSTI's experiences indicate the following:

1. Most students who really want to be "professionals," after seeing the equipment in TSTI shops and labs and talking to the instructors, choose to take the courses rather than the exams, convinced they will learn enough to make repeating the courses worthwhile.
2. Only a minority of students who take the exams actually pass them. (Actually, the examinations are more valuable when used for validating work experience or training in the armed forces.)
3. Those who pass the examinations generally do well in subsequent courses.

Based on TSTI experience, better articulation is needed between secondary and postsecondary vocational courses. These suggestions are offered:

1. The various job-entry levels should be defined for those occupations for which training is offered at both secondary and postsecondary levels.
2. The role and scope of the two levels of programs then should be defined

in terms of the job-entry levels, taking into consideration the maturity of the students and the likelihood that they have actually made career choices.

3. The concept of a "ladder" of training needs to be implemented, and promoted, so that students in high school vocational courses are fully aware that they have, and must exercise, a choice between going directly from high school to work at the job-entry level for which they are then prepared or going on through a postsecondary program leading to a higher job-entry level. In the latter case, their high school courses should include all those needed to satisfy entrance requirements for the postsecondary courses.

Articulating the Postsecondary and Secondary Occupational Programs–The Need For Guidance

Robert R. Reilley, Associate Professor, Department of Educational Psychology, Texas A&M University, College Station, Texas

The Sixth Report of the National Advisory Council on Vocational Education ("Counseling and Guidance, A Call For Change." 1972) noted that more than 75 percent of all community college students are enrolled in the liberal arts transfer program, while less than 25 percent ever attain a baccalaureate degree. The report went on to indicate that most counselors have quite limited knowledge about either vocational education or the world of work outside of education.

This report and a variety of additional evidence available to anyone in the field, point up two aspects of the need for guidance in the articulation of postsecondary and secondary occupational programs: the need for a greater volume of assistance to students and the need for more efficient delivery of this assistance. Newly discovered information about college students and about "college-choosing behavior" of secondary school students provides some direction in meeting these needs.

In planning an efficient articulation program, the following basic points should be recognized as realities with which one must cope:

1. Despite the well reported increase in the demand for vocationally trained workers in the labor force, relatively few high school students seem to be adjusting their career plans in accordance with these changes in the world of work. Perhaps greater effort must be made not only in the cognitive realm but also in terms of the affective – attitudes and values.

2. College selection is a two-stage operation. The student must first analyze himself in terms of capacities, interests, and values. Next, he must compare his requirements with the opportunities offered by the various programs at different colleges.

3. High school students select a college more because of its total "pull" or climate as they perceive it than because of a particular curricular offering alone. This climate or atmosphere of a college is an intangible that is felt or "known" by the individual associated with the institution and is made up of the interaction of academic, social, political, and extracurricular attitudes and activities on the campus.

4. Recognizing that the students select a college because of their perception of its total climate, an articulation program should help prepare students for a new life style rather than for just a narrow set of curricular experiences.

5. A variety of methods has been suggested to classify students and their colleges. Clark and Trow have suggested "academic," "collegiate," "nonconformist," and "vocational" as a typology for college climate. The two-year college is frequently identified with the vocational subculture.

6. Each year students grow more concerned regarding the cost of education. Education-related expenses and the availability of financial aid are essential items of information for students in planning their college careers.

7. Student services, particularly the effectiveness of placement after program completion, are of interest to prospective students. Hard data should be made available.

8. Increasingly, minority group young people are entering higher education. They want to know the attitudes and assistance they can expect at a given campus.

9. Recent evidence indicates that the typical orientation program at the beginning of the freshman year is a most ineffective procedure for providing information to new students. Many students find that the bombardment of new stimuli at this time is so unsettling that effective assimilation of data is highly unlikely.

10. There is a growing body of literature dealing with admission and articulation. Persons working with prospective students should be aware of this information.

Articulating the Postsecondary and Secondary Occupational Programs—Counselor Activities

Christopher Borman, Director, The Center for Career Development and Occupational Preparation, Texas A&M University, College Station, Texas

Counselors at both the secondary and postsecondary levels must begin to realize that many of their functions and duties can and must be performed beyond the four walls of their offices. Part of the problem of poor communications between secondary and postsecondary counselors can be attributed to this tendency of counselors to limit their activities to their offices. Individual counseling is important, but it is only one of the guidance services needed by students. Counselors should be professionals who should not have to worry about justifying the time they spend out of the office helping students. Counselors at both levels should feel compelled to go out and learn about the students and programs at feeder or receiver schools. Each counselor needs to view himself as a consultant to the counselor at the other school.

Specific suggestions for improving the articulation between secondary and postsecondary guidance programs are as follows:

1. The postsecondary occupational programs must be publicized.

a. Postsecondary counselors and secondary counselors must see that all secondary students are aware of the course offerings, facilities, and any other fact that might interest them about the postsecondary school. This can be accomplished by complete and appropriate printed materials, audio-visual presentations, visitations, etc. This information must be presented to students in a developmental sequence. A career day or one visitation will not accomplish the task. Sometimes visitations are too late because students have already made educational and vocational decisions.

b. Counselors at the secondary level must understand the true purposes and objectives of the postsecondary occupational programs. Postsecondary counselors can assist their counterparts in the high schools by establishing close working relationships, encouraging visits to the postsecondary schools, and providing complete and accurate educational materials.

c. Counselors can work together to see that parents are informed about postsecondary course offerings and programs.

2. Articulation should involve the exchange of essential information about pupils.

a. The secondary school should summarize information about the pupil's progress in the basic skills and subject areas. Summaries should indicate areas of probable problems as well as the potentialities of the student. Counselors can work together to see that the essential information is provided. Without violating confidentiality requirements, counselors can share information gained through personal contacts with students.

b. Testing programs in secondary and postsecondary schools should be coordinated through the efforts of counselors at both levels.

c. Counselors must work together to see that pupils are properly placed in postsecondary occupational programs. Three-way counseling sessions (student, postsecondary counselor, and secondary counselor) may be needed.

3. Postsecondary counselors should see that secondary counselors receive periodic reports on the progress of their students. This type of information can assist counselors to improve their effectiveness in assisting students make career plans.

4. For optimum articulation between secondary and postsecondary counselors, their professional competencies should be equivalent. They must view themselves as professional equals, and they must appreciate the complementary nature of their roles in assisting young men and women to make career plans.

Joining Together

Ugo Lea, Chairman, Agriculture Department, Modesto Junior College, Modesto, California

We at Modesto Junior College, in conjunction with our service area high schools, know that articulation between secondary and postsecondary vocational-technical education programs is highly significant today. It is easily seen, and daily more evident, that in order to meet the current demands of the agricultural industry, the current emphasis on career education, and the needs of students, vocational-technical education in agriculture must adjust its patterns. Not only must students have the opportunity to specialize earlier in their agricultural occupational preparation in high school, they must also have the opportunity to extend it, uninterrupted, into the more technical levels available at the community colleges.

We have determined that a system of education and training must be established between secondary and postsecondary vocational-technical programs that will permit students to progress toward their educational goals at their capacities and with consideration given to the students' prior study and experience. Students should be able to advance at their own speed without loss of time or without shortcomings from the training program.

In accomplishing this goal, our articulation between secondary and postsecondary programs included the following objectives: (1) to provide a mechanism and a means for secondary and postsecondary vocational-technical education programs to systematically *join* together (establish a 6-year program concept); (2) to upgrade and update the programs and subject matter offerings, thus improving the quality of vocational-technical education; (3) to provide discussion determining the level of training for each subsequent year (this identified the essential training needed to advance from level to level in the student's chosen agriculture program.); and (4) to develop an understanding of meaningful occupational information that would help students determine their educational needs, thereby stimulating their interest to continue their education and training.

In the Modesto Junior College Agriculture Department service area there has been a concerted effort on the part of both the secondary and postsecondary institutions to provide a smooth transition for students between vocational education courses in high school and vocational-technical programs in the junior college.

Articulation has accomplished uninterrupted extension of training of high school students into the Modesto Junior College Agriculture Program by several planned activities. For example:

1. *Curriculum Articulation Workshop*

   Participants of the workshop developed a vo-ag curriculum that will require students in high school to first enroll in a core program. From there the students move into one of five high school specialized tracks, each of which leads directly into a Modesto Junior College Agriculture major.

2. *Advance Placement For High School Students*

   Qualified high school juniors and seniors may enroll for one or two college courses to either complete their high school training with one or more semesters of specialized occupational training or begin their occupational two-year training at the junior college.

3. *Community College Credit By Examination*

   Under certain circumstances, students may obtain credit for a course by taking a special examination. This option of credit by examination allows a student to earn credit for prior training and experience, thereby shortening the time to be spent at the junior college.

Many other activities are performed by the junior college to achieve a well planned and articulated program with its service area high schools. The well articulated program has helped the junior college provide students with relevant training that has motivated students to stay in school and to be trained for the world of work.

SECONDARY EDUCATION DEPARTMENT

Proceedings Recorder:
Glen D. McDowell
Teacher of Vocational Agriculture
The John's Creek School
Pikeville, Kentucky

DEPARTMENTAL PLANNING COMMITTEE MEETING

December 1

The business meeting of the Planning Committee of the Secondary Education Department was called to order at 2:05 P.M. by Chairwoman Evelyn M. Robinson. Answering the roll call were the following members: Edith Myers, T. Gardner Boyd, A. Louise Harding, G. Carl Hay, Dale Fuerst, Harry Drier and Glen McDowell. Visitors in attendance were Ruth Stovall, AVA vice president, Home Economics, and Ernest L. Minelli, AVA vice president, Industrial Arts.

The committee commended Edith Myers and Harry Drier for their outstanding performance in preparing the Secondary Departmental Program at this convention. In connection with this, a copy of the program evaluation sheet to be used for securing reactions of the audiences at various Secondary Department sessions was reviewed and approved for use.

Because of unavoidable change factors in the make-up of the committee, Chairwoman Robinson suggested that new officers be recommended/elected for the 1973 year. Earl Hay accepted the responsibility to serve as chairman. Harry Drier was appointed program chairman. The office of secretary will be filled at the St. Louis meeting.

Two papers, (1) "Functions of the Departments Within the AVA Organizational Structure" and (2) "Functions of the Departments Within the Organizational Structure of AVA Headquarters" developed by the AVA, were distributed by Chairwoman Robinson. These papers were given careful review.

It was agreed that the departmental structure should be continued so as to maximize the cooperation and communication between the many AVA divisions and their associations. Gardner Boyd moved, and the motion was seconded by Dale R. Fuerst, that:

> "We, the Planning Committee of the Secondary Department of AVA, go on record approving the continuation of the departmental structure in AVA with one (1) representative from each division serving on each department's planning committee."

The motion carried.

Various aspects of career education were discussed. These specific needs/ recommendations were projected:

1. Strong emphasis should be given to career development and to teaching in the pre-service as well as in the in-service programs of teacher preparation institutions;
2. AVA departmental programs could be centered around the career development emphasis;
3. AVA Headquarters should provide leadership in developing and disseminating career education resources and materials for secondary teachers, using the membership in development and dissemination of such information;
4. A unified voice is needed from secondary vocational educators regarding their role and function in career education.

Concern was also expressed on informing the membership about the functions of the AVA departments. These suggestions were given:

1. Create a flyer (AVA) about the departments;
2. Use the AVA Membergram to communicate purpose(s);
3. Have pertinent articles in the *American Vocational Journal* periodically.

Although the committee, by consensus, agreed that the work of the departments should be expanded, it is vital that the divisions keep their visibility and be given expanded responsibility and focus.

Other pertinent concerns and/or recommendations relative to the thrust and considered problems of the departments overall, structuring of the USOE, and career education are spread throughout the minutes of this meeting.

The entire committee commended Chairwoman Robinson for the excellent work she accomplished during her years of service for the Secondary Department; and a special "Thank you" was given to Glen McDowell for his work as *Digest Proceedings* recorder.

Chairwoman Evelyn Robinson gave a personal commendation to Secretary Harry Drier and Program Chairwoman Edith Myer for their outstanding service during the past year.

The meeting adjourned at 4:40 P.M.

PROFESSIONAL MEETINGS
December 4

Commentary

Are you there, are you listening, do you care about career education in relation to vocational education? This three-way question could well have been the concern which motivated the Secondary Department Planning Committee, under the leadership of Chairwoman Evelyn Robinson and Program Chairman Edith Myers in structuring the program for the Chicago sessions. Most certainly, persons in attendance, if they were not already oriented, heard presentations and discussions which would give each one cause to say, "I am there, I am listening, and I do care." This conjecture is based upon the topical areas which were so skillfully covered by the speakers and panelists, and which, when placed together, gave the audience a broad horizon view of the thrust as well as the problems of career education.

First General Meeting
Chairman: Harry N. Drier
Recorder: Marguerite Phillips
Topic: The School Base Career Education Model (An Overview)
Speaker: Aaron J. Miller, Associate Director for Field Services and Special Projects, Center for Vocational and Technical Education, Ohio State University.

The Comprehensive Career Education Model

In June of 1971, the U.S. Office of Education signed a contract with The Center for Vocational and Technical Education at The Ohio State University to serve as prime contractor for the development of a Comprehensive Career Education Model. This career education model was to be developed in conjunction with six school districts across the United States.

The outcome of the project is to be components, systems, and packages which map up a career education model which has been field tested in the cooperating school districts. Upon its completion, it should be available for replication either in parts or in whole in other interested school districts and institutions throughout the United States.

After the signing of this career education project contract, one of the first problems confronting The Center for Vocational and Technical Education and its six cooperating school districts was to operationally define what a career education system should achieve. For the purposes of this project, six educational goals were identified that should be achieved in a grades K-12 career education system. These are as follows: Each student exiting school will –

1. Know, appreciate, and respect his or her capabilities;
2. Have made a viable career decision with respect to education and employment;
3. Possess saleable skills which are basic and fundamental;
4. Relate positively with others and to responsibilities;
5. Understand economic considerations inherent in career decisions;
6. Relate career development to personal development.

After identifying these goals of a career education system, the next process was to devise a method for operationally defining how these goals could be achieved.

Elements of Career Education

Working with the participating school district, eight areas of educational experience were identified which constitute *one set* of elements basic to career education. These elements are: (1) self awareness, (2) career awareness, (3) appreciations and attitudes, (4) economic awareness, (5) skill awareness and beginning competence, (6) decision making skills, (7) employability skills, and (8) educational awareness.

These elements are not mutually exclusive and may contain certain overlaps. Furthermore, there may be other sets of elements which also adequately define career education. However, these have been accepted as the elements which, in our judgment, operationally define a program of a school-based comprehensive career education model.

These elements can lead to certain outcomes that will adequately deliver career education to a student. This transformation of the student must take place through experiences either in the school, in the home, or through community life.

For the purposes of the Comprehensive Career Education Model project, a program matrix was developed. These eight elements of career education were arrayed along one axis of a matrix with the grades kindergarten through 12 along the other axis. This gives a matrix with 104 cells. In these cells, specific goals and behavioral objectives for achieving the goals related to that career education element can be stated by grade level. Such a matrix was constructed by the project team. The project staff then identified and developed curriculum units and other educational activities which could deliver on the goals of that element by each grade level. The delivery of these goals was achieved by the development of curriculum units of not more than 20 hours in length which could be infused into the existing curriculum. These units cover all of the traditional areas of the school system, such as math, language arts and social science, industrial arts, vocational education, etc. In addition, other school activities such as guidance and placement services are infused with activities which will deliver on career education goals.

A Keystone Model

The flow of a student through a career education program can be characterized as follows:

1. In the elementary grades (K-6), the student, in addition to learning the essential educational skills, is exposed to a program which will develop career awareness in that youngster. These experiences are infused into the existing curriculum. Upon transition from elementary school to the junior high school or middle school, intensified guidance services are available which will help the

youngster relate his own personal needs and aspirations to further career exploration activities in the junior high school.

2. In the junior high school years, a student is allowed to further explore career interests through a variety of means, both in the community and through vicarious experiences in school. These experiences prepare him to make further career direction-setting decisions upon entering high school; intensified guidance services are available which further provide data to the students which will allow him to understand himself, his abilities, and the career alternatives available to him.

3. In senior high school, the student is prepared to make further direction-setting decisions which allow him to select not only the educational program to prepare him for his various life role needs, but also the specific career preparation components that will prepare him for an entry level job and/or placement into the next educational program consistent with his career goals and aspirations.

The project presently undertaken by The Center for Vocational and Technical Education at The Ohio State University and the six participating school districts is restricted to the kindergarten through the twelfth grade. However, this does not mean that the postsecondary, adult and continuing education system is not a meaningful part of career education. On the contrary, it is a most important part of a total career education model. However, funding has not been available during the past 18 months to work in an area beyond the twelfth grade. It is hoped that during the next fiscal year a vigorous program of work can begin at the postsecondary level.

Sectional Meeting I

Chairman: T. Gardner Boyd
Recorder: Marguerite Phillips
Topic: New Guidance and Counselor's Role in Career Education
Speaker: Walter Adams
Panel Chairman: Fred Dyer

Guidance

Rationale – Within the framework of career education, guidance fulfills the important role of helping to link career and educational development theory. Within CCEM, selected aspects of guidance and the school counselor's role are under consideration. These aspects relate to identifying and defining appropriate school personnel's responsibility and the student's responsibility for guidance organization and delivery of career development experiences as part of the overall career education process. The basic challenge for CCEM's guidance component is to provide the rationale and leadership necessary to help school counselors evaluate the scope and effectiveness of present guidance activities in order to integrate them into new programs and build counselor competencies geared to more intensive involvement with all the students in the career development aspects of career education. This entails the purposeful attempt to integrate programs in terms similar to Ginzberg's definition of "career guidance as a process of structured intervention aimed at helping individuals to take advantage of the educational, training, and occupational opportunities that are available."

The entire scope of the school counselor's role is not addressed directly because of the diverse character of his role and the guidance programs in operation in the CCEM schools. It is expected that changes will occur in roles and programs as the model is developed, validated, and installed. These changes may be based upon (1) changing guidance priorities and patterns for utilization of staff resources, (2) the modification and redirection of on-going activities in terms of career education goals, and (3) the program requirements that emerge as a result of increased student competency to consider and select new alternatives and career paths now open to them.

Sectional Meeting II
Chairman: Bruce Reinhart
Recorder: Fae Millerberg
Topic: Involving the Total Community in the Delivery of Career Education
Speaker: Robert Weishan, Unit Chief, Community Development Component, Comprehensive Career Education Model, Center for Vocational and Technical Education, Ohio State University.

Over the last decade the public has become more and more concerned with educational developments in the United States. We, as educators, have seen the pendulum swing from an era of blank check fever during the early 1960's all the way over to the accountability mania of today. The one theme that seems to be emerging from the current educational setting is that the public is demanding a more active voice in the educational process.

Concurrent with this move towards a more active public scrutiny of educational affairs has come a recognition on the part of educators that existing programs have not effectively met the needs of many of the students in the public schools. To remedy this latter situation, the U.S. Office of Education has initiated a high priority research effort aimed at developing and establishing career education throughout American public education.

If career education is going to become a reality, however, career education will need to gain the public's support, and solicit the public's participation. Career education represents a significant and massive educational change in the era when the public is carefully watching all educational developments. In addition, career education by its very nature is dependent on linking the community and the school into a unified career preparation process. Career education is directed towards preparing all students for the world of work, the world of careers. Career education must, therefore, be dedicated to the creation of a new cooperative relationship with businessmen, parents, minority groups, labor unions, and *all* others who are now shaping and determining the nature of that real world.

The public schools alone simply do not have the knowledge nor the facilities needed to deliver on the career education goals without the extensive inclusion of a variety of community-based educational experiences. Career education cannot bridge the gap between the schools and the world without gaining active community participation in its programs.

The integrating of these community-based experiences into the school-based career education curriculum program is a job for the curriculum experts, teachers, guidance people, and school administrators. Creating these new linkages between the school and the community is the talk of community relations.

The CCEM community involvement component is now engaged in developmental efforts aimed at designing effective strategies whereby schools and their communities can work effectively together. This means that schools will have to become more open to public participation. It means that school administrators will have to relinquish their exclusive rights in the educational decision-making process. It means that professional educators have to admit that community people have an essential and unique contribution to make towards developing *new* educational programs. It means that the public will have to share the responsibility and frustration of delivering on the illusive goals of comprehensive career education.

In order to create this new working relationship between the public schools and their community (1) the technical language barrier will have to be conquered – more judicious use of the education jargon will be called for, (2) mutual trust and respect will have to be nourished and fostered – the defensiveness and the hypercritical attitudes of the past must be banished from the scene, (3) concerns will need to be transformed into action – simply talking about our problems won't eliminate them, and (4) everyone will need to be committed to the task of making meaningful community participation in career education a working reality.

These then are the challenges and the tasks now before the CCEM career education community involvement program. In order to operationally handle this enormous task, CCEM has limited its initial activities to designing career education involvement strategies for: (1) parents, (2) minorities, and (3) business and industries. These groups were selected because they will be most directly and immediately affected by the introduction of career education and because their participation is the most critical in getting career education off the ground.

The developmental plan for designing these community involvement programs has been to create task forces at the local levels. These LEA task forces combine the talents of school personnel with those of businessmen, parents, and various members of minority groups. The task force's efforts are supplemented by the use of university-based consultants and CCEM/CVTE professional staff. The present effort is designed to produce a conceptualization of the community involvement program for each of these priority target groups. Following these initial efforts CCEM will develop operational guidelines which spell out how the schools can make these ideal programs into a reality.

The foregoing is an abstract of Mr. Weishan's presentation. Here follows selected quotes from his original manuscript:

Taxpayer revolts, rejected school bond issues, the hubbub over busing, student-sponsored bills of rights, and the demand for greater accountability are but a few of the indications that the public is no longer willing to allow professional educators to have an exclusive reign in public educational development and programming. . . .

Today the public demands to be informed and moreover insists on participation in the decision-making process relevant to the public education of children. . . .

Yet our schools have been so accustomed to doing things for the public that too little is known about the problems or ways of participatory decision making in education. The need for establishing a new cooperative relationship between the schools and their communities has become imperative. Today's educators simply must search out new answers to the questions of how to create effective community involvement in public education. . . .

Yet, as school systems have become more complex, they have become remote to the public and the problems of community participation have increased. As the rate of educational change has accelerated, the time available to design the new linkages between the educators and their public has sharply decreased. *Into the worst of all possible worlds now comes career education and it promises to be an even greater challenge for school-community relations.*

If we can agree on the basic need for community support for public education in general, then we can begin to understand the critical importance of community involvement in the process of educational change. Schools are, in the final analysis, institutions founded by the community, financed through public contributions, and designed to meet the needs of the community. If the school wishes to remain a viable institution, it must continuously be sensitive to the changing needs of the community. If educators are aware of the changing community needs and adopt new educational programs (like career education) to meet those needs, then the school system must be prepared to demonstrate to the community how these educational changes really benefit the best interests of the public.

Beyond the fundamental requirement for a mutuality or concensus in the initiation of the change process lies the secondary requirement for creating cooperative involvement in the implementation of educational change. Schools do not and cannot provide a total educational experience for students. The students' parents, neighbors, friends, and peers all powerfully influence the educational processes and outcomes. To the extent that schools work with these other groups and coordinate the total educational process toward a unified common goal, then schools will effectively accomplish their societal mission. Where conflicts develop between the schools and the interests of the home or community, there will be poor learning on the part of students and an eventual replacement of public schools on the part of the community.

It is therefore not a question of whether or not a school system can adopt career education without community involvement, but rather it is a question of how school systems can create sufficient public interest and cooperation to initiate career education. More than any other recent curriculum change, career education is extremely dependent on public involvement if it is to succeed at all.

The introduction of a comprehensive career education curriculum into a school system is a significant decision towards change. This change will affect the lives of almost everyone in the community: students, teachers, parents, counselors, businessmen, religious leaders, government officials, community activists, industrialists, workers, and others. Like the ripples in a pond moving outward to touch ever widening circles, career education will necessitate community involvement whether school officials plan for it or not. There is no way of bringing relevancy into our school system without simultaneously opening up our schools to the real world that surrounds them. . . .

The CCEM Project views the informed public as the first step towards a committed public and the committed public as the prelude to the participating public. Thus, the CCEM public information strategies are designed as part of an overall community involvement program rather than being unrelated Madison Avenue-type campaigns which deliver intensive short term impact and then shift to the next issue.

An awareness of the school's dependence upon its environment requires an administrative posture that goes beyond "public relations." The words "public relations" suggest practices that leave the organization intact or unchanged using routine devices for smoothing over difficulties with particular groups. But when an enterprise becomes aware of a more profound dependency on outside forces, it realizes the need for creating a deeper public understanding, a commitment for its program. This is what is required for community relations for career education.

If the school district really wants career education, then it must be prepared to tell people in a meaningful way about career education. The district must be willing to bring community people into the classrooms to show career education in action. Educators have to honestly admit that they do not have enough knowledge to do the career education job themselves and demonstrate their openness to the public. We've got to let the community know that career education is not just something for schools, but that it is something for the *whole* community. Then we need to tell people more about career education.

Because career education presumes to relate school work to real work, it is essential that out-of-class learning become an integral part of career education. No longer can schools rely on just simulating reality – now students will have to be constantly introduced to the reality itself.

From kindergarten through high school, students will be learning from direct contacts with the real world as well as through classroom activities. Community people will help teach youngsters about jobs, life styles and the roles adults play. Students will be exploring careers "on the spot" in manufacturing plants, supermarkets, professional offices, and department stores. All this means that the schools and the public will have to share in the training of our young people.

In order to provide the needed inputs from the community – ideas as well as resources – schools must plan for community involvement in their career education program. This may mean establishing advisory councils, steering committees, using community volunteers in the classrooms, arranging for students to work on jobs in the community, and other as yet unexplored possibilities. It is the purpose of the CCEM Community Involvement Model to help local schools create this new community relations program that is designed to merge the school and the community into one unified effort directed towards providing all students with quality comprehensive career education.

School systems have neither the faculties nor the facilities to provide adequate career education for their entire clientele. Furthermore, they do not have the out-of-school knowledge to realistically adapt the curricula to career education. Therefore, school systems which are serious about career education must make advantageous use of the community's resources and knowledge. *It is literally impossible to provide any validity for career education without utilizing community leadership and resources. It is impossible to establish a solid foundation for career education without sharing the responsibility with the community.*

Once the educator accepts the dependent status of schools, an analysis of the nature of that dependency will enable him to identify the goals of a community relations program. Such an analysis indicates that schools are dependent on the community for resources, good will, and information. It follows, therefore, that resources, (2) prompting community understanding of and support for the public schools, and (3) developing efficient methods for involving the community in school programs.

If one requires further delineation of goals, a review of the literature reveals the following as the most frequently stated goals for school community relations programs:

1. To provide information about schools
2. To provide schools with information about the community
3. To establish and maintain public confidence in the schools
4. To secure community support for the school and its program
5. To develop a congruity of purpose, effort, and achievement
6. To recognize the vital importance of education in our social and economic life
7. To keep people informed of new developments and trends in education
8. To keep an atmosphere of cooperation between the school and the other institutions of the community

9. To maintain an unofficial but frank evaluation of the school program
10. To develop public good will toward the school.

There are three groups – parents, business, and minorities – which are the primary target audiences of the CCEM community involvement efforts during 1972-73.

The secondary groups, with whom only limited interactions are being planned for the initial phase of CCEM, would include civic clubs, the news media, local government agencies, social service organizations, and special interest groups such as taxpayer committees, etc.

Our plan then is to design and test an information and involvement strategy for the three critical target groups and then expand our program to deal with other community groups. Even with the task limited in this manner, it still challenges our imagination and beguiles the mind.

NOTE: Mr. Weishan emphasized that a competent staff of people to operate a "Department of Community Relations" is a necessary component of a school system.

By the end of 1973, Ohio State University will establish CCEM guidelines for involving parents, minority groups, business, and labor in career education.

Sectional Meeting III

Chairwoman: Linda Keilholtz
Recorder: Dale R. Fuerst
Topic: Career Information and Other Support Systems in Career Education
Speaker: Walter W. Adams, Research and Development Specialist in Guidance, Placement and Support Systems, CCEM, Ohio State University.

Presentation: Career Information System

With the advent of career education, the importance of organizing and providing occupational information has reached an unprecedented level within the total curriculum. The new requirements, associated with broad curriculum usage, reveal the limitations and inappropriateness of most existing occupational methods. The requirements adopted by CCEM are: (1) the organizational scheme must interface with existing occupational information; (2) the organizational plan must allow for a variety of educational uses; and (3) the information must possess a structure utilizing common concepts and language in order to be able to articulate career education experiences for students grades K-12.

The operational form of the CCEM Career Information Model is called the Career Information System. Presently this system is in production for grades K, 3, 4 and 6.

Panelist: Galen Lahman, The Center for Vocational and Technical Education, Ohio State University
Presentation: The Dream and the Reality

"Between the dream and the reality falls the shadow."

. . . T. S. Eliott

When we in Support Systems look in the shadows we find this scene from 1980: All data regarding student interests, aptitudes, earned grades, information about occupations, colleges, etc. – are all loaded into a computer! Through a man-machine dialogue, then, students are able to explore and select occupational goals as well as put together a career path of course work leading to 100 percent placement in their selected occupations – teachers, of course, have instant access to both detailed and summarized progress status of all enrolled students.

The Scene – 1972: To bring this dream into reality, we have identified five categories of data:

1. *Placement data.* Data is provided about individual jobs in the local area (perhaps in conjunction with State Employment Service reports) as well as post high school educational opportunities.
2. *Resources data.* A file of all films, field trips, resource speakers, etc. to support delivery of instructional units.
3. *Instructional units data.* An inventory of all courses and units available to include those provided via media such as computer-assisted instruction, film, and video cassettes.
4. *Career data.* With courses factored into short instructional units, the task of the career data file is to prepare a network or path to prepare students regardless of the occupational goal chosen. The second task is to inform a student of all occupations consistent with his interests, aptitudes, and past performance.
5. *Student data.* This data, unique to career education requirements, include monitoring progress – short and cyclical basis – against a performance-based curriculum. Also included is evaluative data pertaining to a follow-up system.

Activities in the student data area, including administering the GATB Test, are expected to comprise most of our CCEM efforts this year.

The control, organization, and maintenance of these data files could be assigned to the guidance department or to teachers. All things considered, however, we have elected to separate such responsibilities into a Support Systems Department.

Panelist: Kathleen Smith, Support System Coordinator, Atlanta Public Schools, Georgia
Presentation: Some Results/Findings Support System, Atlanta

A personal testimony can be given to the effectiveness of the system based upon results/findings in Atlanta. The system provides reality to what Atlanta is doing.

It was found that many classroom teachers feel at a loss to carry forth career education; they feel insecure in their preparation. A study of 450 cumulative folders of students from no less than one dozen different schools showed a definite pattern of courses being taken by all students: basically all students were in college preparatory courses, with poor students being forced to take about the same courses as the more apt. It's a wonder they hadn't dropped out of school. And it was interesting to note the variations in what was considered important information for a cumulative folder in different schools.

In summary – students must be given opportunity to select courses according to their interests. Schools must get away from the traditional pathways of education. Teachers and counselors must start to think practically.

Sectional Meeting IV
Chairwoman: Edith Myers
Recorder: Ruth Dantzler
Topic: Grades 10 Through 12 Curriculum in Comprehensive Career Education Model
Speaker: Fred W. Harrington, Research and Development Specialist, Center for Vocational and Technical Education, Ohio State University
Presentation: 10-12 Curriculum in CCEM

A curriculum concept which has evolved in the Comprehensive Career Education Model (CCEM) in the 10-12 curriculum area is the module. It became increasingly clear in the initial phases of CCEM that some curriculum technique was necessary to fulfill the goal of providing student-centered learning to meet career and life goals. With the close cooperation of some of the local education agencies (LEA's), a module format was developed and refined. This presentation will include (1) a review of the module format and (2) a description of a module on bank teller developed in Hackensack, New Jersey.

Module format. Basically coordinator's manuals exist for each over all module with specific coordinator's manuals for each learning experience. There are corresponding student manuals for each over all module and each specific lesson. Pretests and post-tests are separate manuals. Depending on the student need, each module may be used with the coordinator as only a resource or as a close supervisor.

Bank teller module. The module has 12 learning experiences ranging from coverage of checking and savings accounts to Christmas Club and counterfeit currency.

Speaker: David L. Buettner, Research Associate, Center for Vocational and Technical Education, Ohio State University
Presentation: Career Preparation: 10-12 Career Education

The substantive content of a school-based career education model is its curriculum. The K-12 school-based model undergoing development at the Center for Vocational and Technical Education has been intensely involved in the development of curricula which will facilitate the accomplishment of the many goals that have been proposed for "career education". To do this, career education must be transformed from broad, general concepts to specific parameters for curriculum development.

In the earlier session this morning, an extensive overview of the school-based model was presented. There you heard about the comprehensiveness of the model being developed. While the remaining part of this session will center around 10-12 curriculum aspects of the model, please remember that a high school program of instruction is very incomplete without a K-9 counterpart, a supporting system to facilitate its operation, and an organized program to assist in its installation, and as a result, the latter are equally important inclusions in the school-based model.

The very prominent Ralph Tyler has made an interesting observation about much of the curriculum in our schools. He indicates that while laboratories and shops provide an excellent opportunity for students to gain a perspective of practicality in their schooling, we as educators have not been effective in capitalizing on this opportunity. Students in our science laboratories perceive their activeness as demonstrations of the experiments outlined in their lab manuals, which were designed to substantiate the content of the textbook. Few students perceive them as practical applications of newly acquired knowledge. Too often, these students' perceptions are valid.

This observation epitomizes much of the problem career education efforts are charged with correcting. The 10-12 curriculum component, or career preparation as it is often called, is a culminating effort to prepare people for entry into a postsecondary world of work and/or continued preparation. Career preparation must therefore reach the high school population, leaving no groups of students to their own devices, as general education curriculum often tends to do. The charge for career preparation programs is to move each student as far along as is possible in his own career development. For most students this can best be achieved by learning how to, and then performing the tasks required of workers in an area or occupation of interest. Such an activity has two key outcomes: a saleable skill and a firm experience base upon which a firmer career decision can be formulated.

There are likely to be many ways a school system can provide an effective career preparation program. The school-based model identified alternatives which can be classified in three broad categories: (1) clustering concepts, (2) alternatives to the subject-based curriculum, and (3) refined and extended vocational educational programs. The project set out to select from these alternatives specific approaches to career preparation which could be tested.

The cluster concepts seem to have a lot of promise for the future which is evidenced by the rapid expansion of the idea into many local programs nationwide. The U.S. Office of Education, The Oregon State Department of Education, and the University of Maryland are, among others, involved in the clustering approach to career preparation. There are, however, some problems and questions surrounding the cluster concept alternatives which need to be addressed.

The testing process is well underway, either formally or informally, at the many sites where the cluster concept is being implemented or developed. Many of these efforts represent a substantial amount of experience and developmental work often extending over several years. The career preparation component of the school-based model would obviously be unable to generate a comparable effort within the constraints of time and other resources. The contribution of a new effort to install and test a cluster approach to career preparation would not likely be substantial.

Alternatives to a subject-based curriculum are being advocated by prominent educators. They agree that curriculum should go beyond the constraints of a subject area and be designed to address directly the needs and desires of the people. Alternatives which attempt to develop desirable characteristics and capabilities of people devoid of the rigidity of subject disciplines are promising ones and need to be investigated through long-range research and development efforts. While the school-based model is carefully considering such alternatives for future research and development, the nature and past operation of the project are not well adapted to such an undertaking.

Refined and expanded vocational education approaches reflect a finding of an earlier National Advisory Committee on Vocational Education. The committee found that while vocational education was effective, it did not reach many students who needed it. In addition, they found that the transition from vocational education to work could be improved if the schools assumed greater responsibility to help students find and succeed on the job. The school-based model, charged with developing and demonstrating a model program in the very short range, felt this approach had the most promise. The over all plan is to develop and test vocational-like curriculum units which would be built upon the experience of past vocational education curriculum and would be successful in (1) placing a student's vocational preparation into a *perceived* proper career perspective, (2) enabling students to find, apply for, and succeed on the job (employability skills), and (3) reaching a predominant portion of the high school population, which implies a need to include an increasing number of occupations in vocational programs. Additional parameters for the development of the 10-12 school-based model curriculum were three fold: the new curriculum must be (1) as individualized as is possible, providing as many opportunities for student options as is feasible; (2) designed with installation flexibility in mind, since the needs of students and school systems vary substantially; and, (3) capable of meeting an expectation of any good occupational program, that is, deliver as a minimum product, a job-entry capability.

To develop curriculum within these guidelines, a modular format was selected. Modular packaging of curriculum is essential in providing the needed flexibility if individualization of instruction is to be achieved. Individualized instruction as it is used here does not necessarily mean self-instruction, or independent study, but rather a common program modified or shaped to fit the needs of a specific individual. It is quite desirable and likely that small group study will be predominant. The format within modules consists of:

1. Optional pretest (keyed to performance objectives)
2. Introduction
3. Learning experiences
   a. Performance objective(s)
      Activity section
      Self-check
   b. Performance objective(s)
      Activity section
      Self-check
4. Post-test (keyed to performance objectives)

Instructional materials are being packaged in a student's guide, an instructional coordinator's guide, and an administrator's guide. The student's guide is written to be self-sufficient as much as possible. The terminology and the manner of presentation are geared specifically for the student. The instructional coordinator's guide is a duplicate of the student's guide, except it includes additional information for the instructor. The administrator's guide is a set of guidelines designed to assist the school work within legal guidelines and to operate an effective program. The legal considerations are especially important as one considers the mode in which the curriculum is installed.

Flexibility of installation modes was a key concern in the development of the units. The units are to be developed to be installable as either: (1) a cooperative education program, (2) a community-school approach (no work experience component required), or (3) an in-school program either scheduled or non-scheduled. In this way, resulting curriculum units can be used in a greater variety of conditions. Schools can offer a specific program if only one or two students wish to enroll, or if no facility exists: for example, a cooperative or community-school approach can be used. If relatively large numbers of students seek the occupational preparation, a more or less traditional class can be offered. The administrator's guidelines address these possibilities and will provide assistance to local administrators contemplating offering the preparatory program.

The sample unit which is here for your examination was developed at Hackensack, New Jersey, under the direction of Irving Moskowitz by Antony Toriello and Frank LaRose. It provides a flexible, individualized program designed to prepare bank tellers to a level of job entry capability. The unit was developed through a cooperative effort of local banks and project staff. The unit is being pilot-tested, and after subsequent modification, a sample 10-12 unit will be available for installation at the six local schools participating in the project. The eventual outcome of this early effort will be a data base from which a decision regarding the workability of the approaches can be made.

The remaining effort will be two fold: (1) to expand the number of developed units and (2) to develop and test still other approaches to the 10-12 component of career preparation. Perhaps next year a substantial number of such units will be available for dissemination for local use.

Panelist Comments. Ruth Dantzler, session recorder, gave this summary of points made by Panelist Keith Crandell of the Center for Career Development, Mesa, Arizona and Dave Whitmer on the topic "The School Based Career Education Model", to wit:

The three categories of the program are: (1) cluster concept alternates, (2) refinement, and (3) extension of vocational education. The module format includes pre- and post-testing, introduction, and learning experiences with "placeability" being an important item. Placement centers are set out in some schools and "speck" units are being developed.

Second General Meeting

Chairwoman: Evelyn Robinson

Recorder: Julian Carter

Topic 1: Youth's Perspective on Career Education

Panelists: Claudia Mendenhall, National President of Vocational Industrial Clubs of America; and VICA Officers Roger Storm of Oskaloosa, Iowa and Jo Ann Cullen of Bristol, Pennsylvania

The presentations of the student panelists were generally well received. As one person in attendance reported, "The enthusiasm of these young people is contagious."

Regrettably, specific statements reflecting views of these on-the-scene recipients of vocational career education were not available for inclusion herein.

Appreciation was extended to Joe Kovacs (DECA) of Leavitsburg, Ohio for his work in securing the panelists and in planning their part on the program.

Topic 2: Career Education and the Work Ethic

Speakers: Kenneth B. Hoyt, Professor of Education, University of Maryland, and Rupert N. Evans, Professor, Vocational Technical Education, University of Illinois

Presentation by Mr. Hoyt (an abstract)

Many citizens support career education because they hope it will teach people to work diligently at whatever tasks are needed, exhibiting pride in their work, and with little concern about immediate reward. A similar attitude toward work has come to be called the Protestant work ethic, but it is shared by many people regardless of religion.

The conventional wisdom says that the Protestant work ethic was universal during the nineteenth century and that this made our country strong. This view holds that this work ethic must be restored or we will become weak, and that the schools should play an important role in its restoration.

This presentation explores the Jewish and Catholic effects on the development of the Protestant work ethic. It points out some of the defects of the traditional view of the Protestant work ethic, particularly that it has worked best for the wealthy and least well for the poor. Contemporary views of a work ethic are explored; counter-culture, professional, and revised Protestant work ethic are described.

The conclusion reached is that career education has an obligation to help each person develop a personal work ethic which is compatible with the individual's life goals, but that the full consequences of failing to subscribe to the majority view of a desirable work ethic must be communicated as a part of the career education process.

Summary. Session Recorder Julian M. Carter listed these points from the deliberations of the two speakers:

1. Supporters of career education hope it will teach people to work diligently with little concern about immediate rewards similar to the widely accepted "Protestant work ethic" in the latter part of the 19th century;
2. Attitudes formed early in life create a problem in working with minority groups;
3. We cannot go on forever without defining career education;
4. Career education cannot work unless vocational education is expanded;
5. Unemployed people do work, especially around their homes;
6. The fastest growing group of unemployed in 1971 were college graduates;
7. Students usually make good choices if facts are at hand;
8. Students should be given a choice of course(s) in vocational education and not forced to take such a course because they failed in college preparatory courses;
9. "Open Exit" should prevail – students may leave and enter schools without being labeled drop-outs;
10. Career education should help individuals develop a personal work ethic.

In their presentations, Mr. Evans and Mr. Hoyt expressed divergent views in some areas. This was highly appreciated by the audience as is evidenced by these statements of participants: "Divergent views most exhilarating aspects of afternoon session – feedback is the key!"; "Excellent idea to match Hoyt and Evans"; "Good give and take among Evans and Hoyt and the participants."

This session was rated the "most useful" of all attended. One participant said, "Excellent! This should have been the kick-off presentation to set stage. – To stand on the shoulders of giants to build further." Another one said, "Dr. Evans' message was the most relevant and meaningful address I've heard during the meeting."

Observation by Evelyn Robinson, Past Secretary, Program Chairman and 1972 Chairman of the Secondary Department, is cited:

The SECONDARY EDUCATION DEPARTMENT is a very important part of the structure of AVA. At this level much input can be thrust across the board and as many *divisions* as possible should be represented. But each and every representative should attend committee meetings or send an alternate, and each member should be directly involved – should sincerely and conscientiously contribute *something* in behalf of his *division* to this committee if he is to continue to serve for the entire term of three years.

This is the area in education where the formation of much realistic instruction and guidance can be directed toward career education in each *division.* All educators in Secondary Education should be most cognizant of the value of input at AVA conventions, and these individuals who represent the various *divisions* on this committee should assume their role in a most responsible and professional manner. In this way and ONLY in this way will all of the DIVISIONS and DEPARTMENTS continue to grow and prove the need for their existence.

There is a great need for articulation not only within the Secondary Education Department but with the Postsecondary and Adult Education Departments.

Perhaps, in the great scope of CAREER EDUCATION, we should also add the Elementary Education Department, and with careful articulation with Secondary Education and perhaps with careful planning of input at the spring meeting as well as at Atlanta from individuals involved in Elementary Education, we could encourage the input from the lower grades as well. This could include health, guidance, business (typing at lower grade levels is being included in the curriculum in many states), industrial arts (shop) etc.

Members, become involved and do the best possible job, as there is great potential for all divisions and departments in AVA but LEADERSHIP is IMPERATIVE if complete satisfaction is to be derived.

RESEARCH AND EVALUATION DEPARTMENT

Proceedings Recorder:
Helen Nelson
Professor, Home Economics Education
Cornell University
Ithaca, New York

PLANNING COMMITTEE MEETING
December 1, 1972

Present: W. Spence, Chairman; G. McMahon; H. Nelson; C. Riley; R. Tomlinson; E. Whitfield.

Visitors attending: D. Clark; J. Coster (for Board of Directors); M. Crabtree (for Resolutions Committee); D. Terry.

The minutes of the December 1971 Planning Committee were approved as read. Chairman Spence outlined Department programs to be presented December 4, 1972. He announced 1972 Program Chairman Nelson would be chairman of the Planning Committee for 1973. The resolution regarding support for vocational education research passed at the March 1972 meeting was reaffirmed. Functions of the Department within the AVA organizational structure were discussed. The following concerns were brought out:

1. Attention needs to be given to ascertaining person(s) to whom the department should report.
2. There is a necessity for developing a statement of policies and procedures.
3. There is need to work on a long range program.
4. Guidelines for operating the Department are needed.
5. There is a lack of money.
6. There is a lack of a definite constituency.
7. There is a lack of coordination between the program chairman for the Research and Evaluation Department and the program chairman for the Research Section of New and Related Services.

Members outlined their ideas as to what might well constitute the changes to the Department as follows:

1. Present at the annual convention Department research programs primarily devoted to applied research;
2. Act as advisor to the AVA staff in decisions on research to be undertaken with the sponsorship of AVA;
3. Act in advisory capacity for pre-convention research training sessions.

Suggestions for improving operation of the Department included:

1. Program chairman of the Department meet with program chairman for Research Section of New and Related Services to coordinate planning the annual convention programs (possibly at the spring planning meeting);
2. Start the spring planning meeting at noon Thursday and/or use Friday evening;
3. The chairman of the Research Section of New and Related Services be an ex officio member of the Research and Evaluation Department;
4. Have a regularly scheduled meeting of department chairmen;
5. Explore the relationship of the AVA Evaluation and Accreditation General Committee to the Research and Evaluation Department.

GENERAL SESSIONS

The Development, Implementation, and Evaluation of a State-Wide Evaluation System

Tim L. Wentling, Director, Illinois Program Evaluation Project, Department of Vocational and Technical Education, College of Education, University of Illinois; and John Klit, Illinois Division of Vocational and Technical Education, State Education Department, Illinois

To help maintain and improve local programs of occupational education and to ensure optimum utilization of state and federal funds, a Three Phase System to continuously evaluate local district programs has been developed. It involves lay citizens from business and industry, staff of local educational agencies, and personnel from the Illinois Division of Vocational and Technical Education.

The process begins with the staff of the local education agency. The result of Phase I is a Local District One- and Five-Year Plan for Vocational and Technical Education, which also serves as a contractual agreement between the district and the Division of Vocational and Technical Education.

After the Local Plan has been prepared by the district and reviewed by the local governing board, it is forwarded to the Division of Vocational and Technical Education, thus beginning Phase II. Staff of the Division's Program Approval and Evaluation Unit, with assistance from other resource personnel, evaluate the Local Plan and recommend that the state director approve or not approve the occupational programs offered in the district. Phase II is completed when the Local Plan is given an approval status by the Division of Vocational and Technical Education.

Phase III of the system is coordinated by the Division's Program Approval and Evaluation Unit to assess the quality and extensiveness of each district's total occupational program. During this phase a team of persons selected from outside the district gathers information concerning the total program offerings of that district during a two or three day on-site visitation.

The visitation team looks at the eight specific areas of concern in their attempt to evaluate the total program. The eight areas are: (1) administrative organization, (2) personnel, (3) objectives, (4) evaluation, (5) resources utilized, (6) guidance services, (7) students served, and (8) access to occupational programs.

The foremost tasks of Phase III include evaluating the district's total occupational program, suggesting areas for improvement, and projecting a program profile to determine concurrence with the district's Local Plan. The major responsibility for Phase III lies with a team of individuals selected from outside of the district.

The team is headed by a team leader who has a broad background and knowledge of occupational education. Team leaders undergo a three-day intensive training session which has been designed to prepare them for their role as an evaluator. To help ensure uniformity in evaluations, a team leader handbook has been compiled. Each team leader is responsible for leading two or three visitation teams during the year. Although team size varies somewhat from district to district, the team comprises representatives of the following groups: (1) practicing occupational educators; (2) business, industry, labor; and (3) recent occupational students.

The team utilizes several data sources during Phase III. Prior to a visitation, the state regional vocational director administers a questionnaire to the staff and a sample of students within the district. Also, the chief school administrator completes a School and Community Data Form. The results from these instruments, in addition to the district's One- and Five-Year Plan, form a base for the investigations of the evaluation team.

Since Phase III is concerned with the total occupational program of the district, the team interviews persons from outside the school environment as well as those from within, including: (1) administrators, (2) instructors, (3) guidance personnel, (4) board of education members, (5) business and industrial personnel, (6) community agency representatives, and (7) students.

The Phase III visitation consumes from two and one half to three days beginning with an orientation session for the team. At this session, the team members are briefed on their role and function as evaluators by the team leader. The team leader also directs a study of certain previously collected information concerning the school and community.

After data have been collected and analyzed, the team writes a preliminary visitation report. This report represents a consensus of the team based on the information collected. The heart of the report is a written set of specific conclusions, recommendations, and suggested solutions for each of the eight areas of concern.

After the report has been written, the team schedules a summary conference to present the findings of the evaluation. Three groups are represented at this meeting—the local district, the visitation team, and the Division of Vocational and Technical Education.

Upon completion of this conference, the team leader and the regional vocational director finalize the report and forward it on to the Division of Vocational and Technical Education for duplication. Within three weeks the number of report copies requested are sent to the chief administrator. He then distributes these and schedules meetings to present and discuss the results of the visitation with the staff, the board of education, and the advisory committee.

The efforts exerted during Phase III are of no value unless the suggested changes are reflected in the next Local Plan proposed by the district and subsequently reflected in the local occupational programs themselves. It is only through a return to the initial planning stage of the cycle that effective action can take place. The visitation report prepared during Phase III becomes a primary source of ideas for consideration in the future planning and developmental work carried on in Phase I.

The impact of the evaluation system has been tremendous in Illinois. The success of the system can be attributed to the fact that the development occurred through a process of mass involvement of persons throughout the state. This has truly been a system that was developed by those who are affected by it.

Essentially, there are several aspects of the system which have greatly enhanced its success. They include the concept of (1) the total occupational program with its eight important component parts; (2) the composition of the visitation team, which includes students and employers as well as educators; (3) the fact that all team members have input to all aspects of the final report; (4) the concept of suggested actions to accomplish recommendations made by the team; (5) the nature of the summary conference, which is designed to eliminate errors in the report before printing; and, (6) the built-in follow-up of the system being the One- and Five-Year Plan for Vocational and Technical Education. All these factors have combined to make a meaningful, understandable evaluation system which works in Illinois.

Adult Homemaking and Consumer Education Centers: Evaluation Studies

Gertrude P. Jacoby, Research Assistant, and Helen Y. Nelson, Professor, Home Economics Education, Department of Community Service Education, New York State College of Human Ecology, Cornell University

Home economics programs have been set up which are directed toward the improvement of consumer and homemaking skills of men and women who are not currently being served by school or community programs with such goals. Target groups are adult women and men of all cultural groups in New York's disadvantaged areas. They provide learning opportunities to fill needs of individuals and families in all phases of home economics, including consumer practices. They encompass learning opportunities available daily and evenings throughout the year. Goals of the programs reflect solution of realistic problems of those to be served and provide the basis for program evaluation.

The present project was undertaken to provide information concerning impact of these programs (set up under the support of the provisions of the Vocational Education Act Amendments, 1968) on program participants. Establishment of centers was a function of local boards of education and boards of cooperative education services. Local needs were assessed and surveys made of community agencies already in existence to avoid duplication of services. Local advisory boards, composed of persons from the target areas, were involved in organizing the centers. Facilities were planned to be places where participants feel comfortable about entering and to which they would want to return. Informal settings were found in houses or apartments, space in a neighborhood center, or in a commercial building. The head teacher was a home economics educator; paraprofessionals were selected from homemakers of the target population.

To carry out the evaluative research, a sample of ten of the full-time centers was selected in cooperation with the Bureau of Home Economics Education such as to maximize representativeness and to enhance reliability in measurement.

Preliminary observations – A series of six unannounced two-day visits to each of the ten centers, systematically scheduled to include observation on different days of the week, and to include both daytime and evening hours, was made. Detailed knowledge of each center's facilities, staff, and participants facilitated initiation of recordkeeping procedures and design and try-out of relevant techniques of evaluation.

Program objectives – During the period of preliminary observations, statements of performance objectives were developed from overall objectives as established by VEA, the specific center proposal for funding made to the Bureau of Home Economics Education, and the particular program developed by the center staff. Home economics subject matter experts judged the importance of each objective; teacher educators judged the adequacy of prospective evidence. Acceptance and/or revision of the performance objectives was the responsibility of the center home economist and the project sponsor.

Methods of gathering evidence that objectives were reached – Among instruments devised for the study was a rating scale to be used by the professional to assess progress of a participant toward goals of the program. The method for gathering data concerning a participant's progress toward goals of knowledge, comprehension, and application was a structured interview with a rating scale applied to the responses. Records related to attendance and time spent by attendees in various components of the program were devised. Observation schedules for research staff visits emphasized evidences of learning on part of participants, quality of teaching and utilization of staff. Teachers systematically reported critical incidents of participant learning.

A random sample of 104 Ss was drawn from the population of men and women participating in the ten selected programs. All were pre-and post-tested.

Unannounced observation visits by the research staff continued for a total of 18 months.

Selected Findings

1. At least two-thirds of the attendees were from the low-income target population. Educational levels were not high. One-fourth were black; another one-fourth were Spanish-speaking.

2. Clothing and textiles was the area of most interest, followed by nutrition and foods and housing and crafts. Teaching related to the conserving of money, time, energy resources, pervasive through all instruction, was well received.

3. Neither the interview schedule nor the descriptive rating scale showed a significant overall gain in consumer-homemaking knowledge, attitudes, and skills. But significant gains were shown on the interview-test for specific home economics subject areas and for individual centers. Most significant gains were shown for textiles and clothing. The descriptive rating scale measured significant gains for the overall program at three centers. Most progress was made in the subject areas of (1) clothing and textiles as evidenced by interview-test, rating scale, and as perceived by Ss when questioned; (2) nutrition and food, as evidenced by rating scale and perceived by participants; (3) management of resources as perceived by subjects and the critical incidents reported by teachers; and (4) personal development, as evidenced by rating scale and reported critical incidents.

4. Participants believed the program was worthwhile. Interview responses indicated the most appreciated program aspects to be: opportunities to learn, to make friends, to be with others; the non-threatening atmosphere; freedom to pursue own interests; and provision of child care.

5. Average daily attendance varied from 6-7 in a small program with limited hours to 25-30 in larger programs. All programs showed a gradual growth with more than 3,000 different men and women served during the course of observations. Follow-up of participants no longer attending revealed reasons for leaving to be: to take a job, school or job training, moving out of neighborhood, illness, fear of neighborhood, and having achieved their objectives.

6. Attendance was enhanced when a center made efforts at continuous recruitment, extended evening hours, and outreach activities of presentations taken to organized groups.

7. Effective recruitment techniques appeared to be: word-of-mouth by satisfied participants, door-to-door visits by staff, referral from community agencies, open house, exhibits at shopping plazas, monthly calendar of activities mailed to participants, and news and notices in neighborhood papers.

8. According to the staff, the most effective teaching methods were: individual help, informal discussion, field trips, demonstrations, teaching by showing rather than telling, and sharing activities with participants.

Profile of successful center – The ten programs were ranked on major variables including significant gains in consumer-homemaking knowledges, skills, and positive attitudes as measured by the interview schedule and descriptive rating scale, critical incidents reported, teachable moments utilized, maximization of staff, breadth and quality of program, and growth of attendance. The two programs ranking highest share the following characteristics:

1. A city supervisor of home economics who has made establishment and supervision of adult centers a high priority

2. Professionals and paraprofessionals working smoothly in well-defined roles and in an atmosphere encouraging initiative and creativity

3. Varied programs planned with help of Ss using many community resources

4. Cooperation with other agencies serving the low-income

5. Carefully planned educational activities for children of participants
6. Training programs for paraprofessionals
7. Continuous recruitment of participants, aided by use of local news media and outreach activities.

Some Aspects of Cost-Benefit Analyses of Vocational-Technical Education Programs in Missouri Junior Colleges

Donald D. Osburn, Associate Professor, Agricultural Education, College of Education, University of Missouri; and William D. Richardson, Jr., Purdue University, Indiana

The major purposes of this study were: (1) to ascertain the per student cost of two years of junior college vocational-technical education, (2) to determine the economic benefits of the students who had completed programs, and (3) to determine the cost-benefit relationships of the vocational programs based on three investment criteria.

Methods and Data Source – The tasks undertaken in conducting this study were: (1) to solicit the cooperation of the junior colleges in Missouri, (2) to identify vocational-technical programs being offered, (3) to collect and analyze the cost of operating programs, (4) to follow up the individuals who had completed programs to determine the benefits attributable to junior college vocational-technical schooling, and (5) to analyze the cost and benefits of each of the vocational programs by use of selected investment criteria.

Eight junior college districts in Missouri cooperated in the study. Cost data were estimated on seven vocational program areas being operated. Program areas were: (1) agricultural business and industry, (2) business and office occupations, (3) data processing and computer science, (4) distributive education, (5) health occupations, (6) public service related occupations, and (7) trade and industrial occupations.

The cost data were summarized and average annual costs per program area calculated. The average annual costs were doubled to arrive at a two-year added cost of operating a junior college vocational program. Monthly earnings were obtained from individuals who had completed programs during the fiscal years of 1968-69, 1969-70, and 1970-71. There were 289 usable responses from mailed questionnaires. Benefits accruing to students completing junior college education programs were determined by subtracting earnings of high school graduates from earnings of junior college graduates. Three levels of earnings of high school graduates who did not attend junior college were forecast. Multiple regression techniques were used to control for other graduate characteristics that influence earnings so as to provide an estimate of the net benefits that could be attributable to junior college vocational training. Net benefits were projected forward over the expected lifetime of graduates and discounted to the present. Investment criteria were than applied to determine the feasibility of outlays of funds for vocational education at the junior college level.

Results and Conclusions – Costs among program areas ranged from $1,108 to $3,608 for public service related occupations and health occupations respectively. The weighted average costs for all programs were $1,822.

Annual benefits, earnings minus earnings of high school graduates ($5,000) accruing to students completing vocational education programs ranged from $320 to $4,360 for agri-business and public service related occupations respectively. The benefits, among all schools and program areas (weighted average), were $1,886.

Application of investment techniques showed all programs as favorable investments. Benefit-cost ratios ranged from 2.5 to 57.4. Rates of return to educational outlays (internal rates of return) ranged from 20 to well over 50 percent.

The major conclusions of the study were:

1. The standardized method of cost accounting should be developed and implemented by junior colleges to aid in recording and analyzing the costs of programs operated.
2. Vocational departments should strive to maintain up-to-date files and follow-up information on all individuals who have left the junior college vocational programs by graduation or for other reasons.
3. A standardized method of reporting vocational student enrollments should be developed by the Vocational Division and the Junior College Division of the Missouri State Department of Education.
4. Junior college program planners should broaden their perspective of vocational program evaluation to include both costs and benefits of vocational training, in addition to the more traditional process evaluation. Scrutiny of cost data only, for decision-making purposes, provides different results in terms of "investment favorability" ranking among program areas.

This study provides the administrators of vocational educational monies information and techniques necessary for decision making with respect to the optimum allocation of scarce educational resources among competing program areas. Likewise, this study provides the administrators, at all administrative levels, with information and techniques of analyses that would provide the basis of program and curriculum improvement.

The Try-out and Interim Follow-up of a System for Evaluating Programs of Vocational Education

Floyd L. McKinney, Directo. Program Supporting Services Division, Bureau of Vocational Education, State Department of Education, Kentucky; and Alfred J. Mannebach, Associate Professor, Department of Higher, Technical and Adult Education, University of Connecticut

The project evolved as a result of the concerns of citizens, students, and educators; from emphasis given evaluation by national commissions; and from the growing importance of educational accountability.

Focal points of emphasis for the project included the involvement of citizens, educators, and students; the development and/or revision of measurable objectives at the local level; a major concentration on product-oriented evaluation; and major attention to the vocational education segment of a school system's curriculum.

Objectives – (1) To identify new or improved procedures for assisting schools, regions, and the state in conducting program evaluations; (2) to try out and demonstrate evaluation procedures; (3) to develop local, regional, and state leadership competencies needed for evaluating programs of vocational education.

Methods and/or Techniques – The Kentucky project was rooted in the clinical approach to R and D efforts. Eighteen school systems served as the laboratory in which the evaluation system was tried. This approach allowed the try out and demonstration of various evaluation procedures and techniques. Concomitant benefits were the development of school system leadership and the encouragement of educational change.

Techniques used by the project staff to acquaint project participants with the proposed evaluation system included workshops, progress review meetings, conferences on special topics, periodic newsletters, monitor visits to school systems, telephone calls, provision of reference materials, and personal letters.

Following administrative commitment at the school system level, a leadership team was designated, and staff, student, and citizen committees were formed. These individuals and groups developed an evaluation plan for their school system and carried out the evaluation activities.

Data Sources – Data were collected by several means to determine the degree to which the project objectives were accomplished. Evidence of activities accomplished was collected during monitor visits to the participating school systems by the project directors and school administrators and through the quarterly reports and the final report submitted by the project directors of the participating school systems. Further evidence was collected by use of a follow-up questionnaire administered to state, regional, and local persons involved with the project.

Sources of data in the participating school systems included the administration of the Ohio Vocational Interest Survey, the follow-up of former students, and the use of student surveys, parent surveys, disability and health surveys, part-time work surveys, and surveys of business and industry by vocational teachers. Results of the Ohio Vocational Interest Survey and the former student follow-up were combined and compiled into a regional report. This information will be used as a basis for program change, modification, and improvement.

Conclusions – Major conclusions resulting from the project indicated that the organizational structure designed and the evaluation activities used were beneficial in assisting school systems to evaluate programs of vocational education. It was also concluded that certain data could be compiled on a regional and state-wide basis, that school systems were willing to try out new and improved procedures to evaluate their programs, and that leadership competencies on program evaluation could be developed.

Based on the analysis of the data collected, it was also concluded that in participating school systems administrative commitment to the evaluation system is essential, that competent leadership is needed, that those responsible for and affected by the educational program must be involved in its evaluation, and that the development of an evaluation plan facilitates the evaluation effort. Evaluation activities found to be successful included studies of student characteristics and employment opportunities, surveys of parents and students, follow-up of former students, and staff visits to business and industry.

Educational Importance of the Project – The project has helped to establish for local, regional, and state educational leaders . system for evaluating public school programs of vocational and technical education. Organizational structures and evaluation activities essential for decision making and program improvement have been identified. Leadership competencies in vocational education have been developed at the local, regional, and state levels. An additional contribution of the project has been the establishment of an organized system for the collecting and analyzing of data in the school systems to be used for program planning and program modification.

Impact Evaluation of Research and Development Products on Vocational and Technical Education

N. L. McCaslin, Assistant Professor and Research Development Specialist, The Center for Vocational and Technical Education, The Ohio State University

The purpose of this report is to present a method for evaluating the impact of research and development products on vocational and technical education. Impact evaluation is defined as appraising the effects of Center for Vocational and Technical Education products. These effects are classified as cognitive, affective, or behavioral and are related to the adoption stages that occur as the product is accepted and implemented. Cognitive effects are defined as what an individual knows about the products. Affective effects are concerned with attitudes toward a product, or how an individual feels about a product. Finally, behavioral effects are what individuals do as a result of the product.

New products were defined as those that have recently become available for distribution from the Center different from existing or established products and not new names or different packaging of previous products. After considering several informational documents and conferring with representatives of the ERIC Clearinghouse, personnel in Product Utilization, researchers in the Diffusion Program Area, and representatives of the Evaluation Division, the publication, *Review and Synthesis of Information on Occupational Exploration*, was selected for the pilot test.

Specific objectives were: (1) to determine the type of data needed in evaluating the impact of information documents, (2) to develop procedures for evaluating information documents, (3) to operationalize the collection of data regarding information documents by evaluating *Review and Synthesis of Information on Occupational Exploration* and (4) to test the questionnaire as a strategy for obtaining impact data using the review and synthesis document mentioned.

Procedures – Instrumentation was developed in consultation with personnel from the ERIC Clearinghouse, Product Utilization, Diffusion Program Area, and Evaluation. The impact evaluation instrument designed to collect cognitive, affective, and behavioral data on the informational document was sent to the targeted population identified for study: educators who had received the complimentary distribution of the *Review and Synthesis of Information on Occupational Exploration.* The cover letter contained a reduced facsimile of the publication cover to assist the individual in identification.

An initial mailing was made to 583 individuals selected by means of a 50 percent systematic stratified random sample of the mailing list. A large sample size was used because of the large variation in the type of individuals on the mailing list. (As a result of this pilot study, the sample size in future impact evaluation efforts will be reduced.) The initial mailing resulted in 34 percent of the questionnaires being returned. A second follow-up in three weeks obtained an additional 27 percent response. A third, and final, follow-up in another three weeks added 14 percent more respondents for a total response rate of 75 percent.

State directors of vocational education category had the highest percent (96) of returned questionnaires. Other categories with a high percent of usable response included deputy directors of vocational education (84), guidance services personnel in state departments of education (82), and directors of research coordinating units (80). The category with the lowest response rate was the vocational instructional materials laboratories personnel (58). Total response rate was 75 percent, of which 71 percent were usable.

The data collection instrument was constructed to distinguish between unaware, non-using, and using respondents by including stopping points within the instrument. For example, the initial instructions stated that if the respondent did not receive the publication, he should place a check in an appropriate blank and return the instrument. These respondents were designated as *unaware*.

Respondents that had received the publications were instructed to continue with the questionnaire. These respondents were asked limited background information and four general information questions. The background information included (1) present employer, (2) primary duty, and (3) tenure in present position. The general information questions included (1) method used to review the publication, (2) sections of the publication read, (3) action taken after receiving the publication, and (4) other informational sources used. At this point, a second set of instructions was included. These instructions indicated that the remaining questions required a more detailed knowledge of the publication related to specific uses made of the publication and others who could benefit from receiving the publication. If the respondents felt that they had not examined the publication sufficiently to answer these questions, they were asked to stop and return the instrument. These respondents were called *non-users*. Conversely, those respondents that completed the instrument were called *users*. Total sample size decreased at each stopping point.

Findings – About a fifth of those included in the study were not aware of receiving the publication. Of the total population receiving the publication, only 16 percent indicated they had not had an opportunity to use the publication. More than 33 percent of those receiving the *Review and Synthesis of Information on Occupational Exploration* indicated they had used the publication.

Of respondents who were aware (users and non-users) of the product, about half had read selected portions, and more than 40 percent had scanned it rapidly. About 30 percent of the respondents reported they read the summary and conclusions. Approximately 14 percent had read it thoroughly. These figures represent a total of more than 100 percent due to the fact that individuals used several methods to review the publication.

Of those individuals who originally received the publication (users and non-users), 57 percent reported they circulated it to staff members. A total of 41 percent of the respondents retained the publication for their personal use. The publication was placed in a library or reading area by 28 percent of the respondents reporting more than one action taken after receiving the publication.

Users and non-users were asked to indicate which sections of the publication they had read. Those sections with high readership (more than 50 percent) included the Introduction, Theories of Career Development, Occupational Exploration–High School, and Summary and Conclusions. Low readership (less than 30 percent) sections of the publication included Legislation, Occupational Exploration Exemplary Programs, and Bibliography.

Each user was asked to identify potential audiences for this publication. Curriculum developers were identified by 90 percent of the respondents as the principle target audience. Other groups identified and the percent of respondents recommending were school administrators (73), local supervisors (69), state department supervisors (57) and graduate teacher personnel (54).

The behavioral response reported most often (71 percent) was "I kept up with current work in a major area of interest with this publication". This

2

behavior coincides with a major goal of review and synthesis documents which is to serve as a current state-of-the-art in substantive areas. A total of 70 percent of the respondents reported referring to the publication for specific information about occupational exploration.

An 18 item Likert scale measured respondents' attitudes toward the publication. About 40 percent held very favorable attitudes toward the publication, while 57 percent evidenced favorable attitudes. Moreover, only 2.8 percent were neutral about the publication, and no unfavorable evaluations were reported. These data strongly suggest a high degree of affective impact for this publication.

Conclusions – More effort needs to be directed toward continued monitoring of research and development products as they are utilized in the educational community. These efforts should include procedures and instrumentation for testing the continued effectiveness of these products. In addition, more provisions need to be made by funding sources for the collection of this type of information.

Possible benefits of impact evaluation include: (1) new and/or improved products, (2) new and/or improved product utilization strategies, (3) improved programs of vocational and technical education, and (4) information for resource allocation decisions. With impact evaluation data available, those critics of educational research and development efforts would have more difficulty substantiating and maintaining their point of view.

Career Education in 41 Schools

Robert L. Morgan, Research Associate, North Carolina Center for Occupational Education, North Carolina State University

The concept of career education was discussed, and it was pointed out that even now career education has no single accepted definition. The American focus on preparation of careers was traced back to the Seven Cardinal Principles on Education developed for secondary education in 1918. The history of career education was traced through the House and Senate reports, to the Part D programs, and finally, to the school-base, industrial-base, home-base and residential-base models.

The purpose of a project sponsored by the National Center for Educational Communication and conducted by the Center for Occupational Education was described. The general purpose of the study was to determine the status of career education programs in the United States. The general procedures to fulfill that purpose were described. The procedure consisted of: (1) the identification of school systems with career education programs in operation, (2) the design of the self-study instrument, (3) the analysis of the self-study submitted by 150 schools, and finally (4) the selection of 41 school on-site visitation and program documentations.

From the review of the reports documenting activities in the 41 sites several findings were noted. There was a common philosophical commitment to the provision that each student be given the skills and abilities necessary to pursue successfully the career of his/her choice. The strategies for implementing career education were varied. The general patterns were described for the elementary, middle, and secondary levels. It was noted that community involvement was increased in each site. Some of the administration strategies seemed designed to eliminate the program after federal funds were exhausted. There were little empirical data provided that the programs were successful.

The implications for research were discussed. Among problems noted were: (1) use of volunteer teachers, (2) unique installation, (3) lack of generally accepted criteria, (4) heavy stress on spinoff objectives, and (5) heavy dependance on factors outside the school setting.

The research needs identified were: (1) better instruction for product evaluation, (2) the testing of alternative career education models within the same setting, (3) conceptual development of career education models, and (4) cost efficiency and effectiveness studies of career education.

Necessary components of career education programs are:

1. Administrative commitment to a philosophy of career education
2. Articulation of the program to all individuals involved with the program
3. Fiscal support
4. Appropriate materials and supplies and personnel
5. "In house" and outside evaluation
6. Follow-up of graduates
7. Involvement to the community
8. Involvement of the community.

Problems in the Organization and Administration of Career Education Programs
George N. Smith, Superintendent of Schools, Mesa Public Schools, Mesa, Arizona

This report defined some of the difficulties and concerns which local school district administrators have to deal with in the implementation of a new program.

The career education project in Mesa, Arizona was organized outside the line and staff structure of the Mesa Public Schools. In attempting to anticipate the problems caused by such organization, it is necessary to examine the nature of temporary systems and their special problems. These may be classified as follows: (1) input overload, (2) unrealistic goal setting, (3) lack of process skills, (4) alienation, and (5) linkage failure. All of these problems have already been manifested to some degree in Mesa.

As the career education program begins to expand and pick up momentum, it is planned to move into the regular on-going program. To accomplish this system-wide is gambling upon mass acceptance. The inertia of a large system is simply too much to move. Linking the temporary system to the permanent system requires the utilization of pilot probes, field sites where change is malleable and manageable. Also, it helps the project get its foot in the door, gain some momentum—which is always painfully slow—and acquire adherents from the field who have some stake in seeing it expand.

After all, career education must be owned by the teachers when it is finished. If teachers do not own the program, there cannot be any linkage. Curriculum developed by teachers has a greater potential to acquire their professional loyalty and, as such, it will more than get a chance to prove itself.

Teacher ownership develops from meaningful and genuine involvement in shaping the program. Management may succeed in carrying out its objectives, but support must emanate from the top of the line organization and middle levels to the classroom teachers. Innovations which portend large change can be isolated because they were developed outside of the structure to begin with. In Mesa, this has been the case, and we have planned ahead by naming directors who themselves were former officers and have not relinquished their official responsibilities, but are temporarily "on leave" to the career education task force.

Advantages of Temporary Systems – The major advantages of Comprehensive Career Development in Mesa as a temporary system is that it can move quickly and reach immediately. Relationships tend to be much less formal than in the rest of the school system. Ideas can be generated and implemented in a matter of hours or of days. We have planned to build in linkages with personnel selection spanning both systems, since personnel have not been separated from their former responsibilities. The career development project must have autonomy and independence, but not to the degree that the efforts are isolated from the system, thus dooming the longitudinal goals of those same efforts completely.

A temporary system can also benefit from the advantages afforded educational organizations from internal performance contracting. The internal performance contract procedures employed over the past two years in the Mesa district have demonstrated the efficacy of sharing goals and resources with the organization's personnel. With establishment of shared goals and resource allocations in the "request-for-proposal" mode, the personnel have an opportunity to develop creatively strategies to accomplish those goals within the guidelines and resources. Accountability for the end result is also much more available since criteria and resources are not out from under the direct influence of the implementing staff.

Personnel and staffing – We are looking to short-term staffing. The project staff will be gone within five to seven years, the programs which they developed hopefully incorporated into the school system. The members of the present temporary system will have returned to their regular posts, been promoted, gone into other systems within the school system, or left altogether.

The hardest problem to face is maintenance of high-quality technical personnel. The real specialists move on to other situations which demand their services. Perhaps here the best a school system can hope for is that over the transition period a reservoir of technical talent is developed in-house to maintain the innovation.

We have experienced the most resistance in Mesa from secondary teachers who are fearful and doubtful about a program which cuts across their disciplines. On the other hand, if career education simply alters the present curriculum within the present structure of the educational system, it will have a much better chance for early success.

Morale and job satisfaction factors are often the domain of the teachers' organizations. Projects, by their very nature, are a shift in educational practice which can affect measurably that domain. An example is the procedure of implementing programs with cumbersome funding sources which lie outside the control of the local school district. If funding is external and not responsible to the schedule of employee work and payroll, morale and job satisfaction can be seriously influenced negatively. Teachers' organizations have little sympathy with the school administration's problems in coordinating external funding. Preplanning and careful consideration of the needs of the teachers' organizations seems to need to be mandatory for the success of curriculum R and D effort.

There appears to be little research as to how and what teacher unions will accept or reject, and very little empirical data in the form of case studies to assist in planning by districts without congenial relationships with such unions. Studies of American teacher unions, their practices and positions on major educational issues, is sorely needed in this regard.

Community concerns – The Mesa Public Schools have over the past years completed several community power structure surveys. These data were used to form the criteria for citizen participation in the Comprehensive Career Development project.

The community as a whole has responded to the current project with keen interest. The minority community has been responsive, but reserved in its reception. For one thing, minority parents express fears that the Anglo majority will use the program to counsel their students into second-class, lower-status occupations. They are also afraid that even if the program is successful and their children are convinced that they can join an occupation, the unions will freeze them out and the training will be for naught.

There seems to be little in the way of direction available to the local school district in planning a program to involve the community in a way in which problems can be averted. Professors of educational administration need to help in the development of relevant models for the in-depth utilization of community groups and special interest organizations.

From Awareness to Fulfillment—A Continuum of Research Effort

John Wilcox, Professor of Education and Director, Cornell Institute for Research and Development in Occupational and Career Education, New York State College of Agriculture and Life Sciences, Cornell University

Education for self-realization in the world of work is moving from adolescence to maturity. Educational researchers must meet the challenge to provide the basic information needed by the practitioner in building programs that will meet constantly changing needs.

In complex areas where theories are mere speculations, techniques of analysis are subject to wide differences in application, and interpretation is tenuous, we must approach the usefulness of social-science research from a positive perspective.

Careful examination of extant research will reveal many findings that are important to policy and program development and will provide important clues to guide further research effort.

The purpose of this paper is to draw attention to nine "landmark" research reports that, in our judgment hold particularly important implications for program and policy development:

1. Averch, Harry A., *et al.*, *How Effective is Schooling? A Critical Review of Research Findings.* The Rand Corporation, Santa Monica, 1972.
2. Wirth, Arthur G., *Education in the Technological Society.* Intext Educational Publishers, Scranton, Pa., 1972.
3. Berg, Ivar, *Education and Jobs: The Great Training Robbery*, Praeger Publishers, New York, 1970.
4. Coleman, James S., *Equality of Educational Opportunity.* U.S. Government Printing Office, Washington, D.C., 1966.
5. Kaufman, Jacob J., *et al.*, *The Role of the Secondary Schools in the Preparation of Youth for Employment.* Institute for Research on Human Resources, University Park, Pa. February 1967.
6. Somers, Gerald G., *The Effectiveness of Vocational and Technical Programs.* Center for Studies in Vocational Education, Madison, Wisconsin, 1971.
7. Kaufman, Jacob J., *An Analysis of the Comparative Costs and Benefits of Vocational Versus Academic Education in Secondary Schools.* Institute for Research on Human Resources. University Park, Pa., October 1967.
8. Taylor, John, *et al.*, *An Occupational Clustering System and Curriculum*

Implications for the Comprehensive Career Education Model. Human Resources Research Organization, Alexandria, Va., 1972.

9. Wall, James E., *Review and Synthesis of Strategies for Effecting Change in Vocational and Technical Education.* (VT014704) ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, April 1972.

Clues gained from the "landmark" research follow:

1. Much of the research suffers from the dissertation syndrome—too little time, too little money, too parochial, too equivocal and loath to address policy issues.
2. The better research has been developed through multidisciplinary approaches.
3. There is a paucity of research that has recorded data over sufficient time.
4. Much of the research exhibits little interaction between the researchers and the practitioner.
5. Our research efforts must take note of priority setting and the accountability factor. Future efforts that do not give attention to costs, benefits, and time as a precious resource will have difficulty earning "landmark" status.
6. Education, other than schooling, takes on great importance in career education. What the school should do, and how well it does it, may depend greatly on what others are doing. We must continue down the trails blazed by Coleman, *et al.* in search of more encompassing research models.

SPECIAL AND RELATED PROGRAMS DEPARTMENT

Proceedings Recorder:
Darold T. Bobier
Director, Office of Guidance Services
Denver Public Schools
Denver, Colorado

DEPARTMENT PLANNING COMMITTEE MEETING

December 1, 1972

Wilma Gillespie, chairman, called the meeting to order at 2:00 P.M. The minutes of the March 3 meeting in St. Louis were read and approved as printed. Present at the meeting were: Wilma Gillespie, Darold Bobier, LeRoy McCartney, Merle Bo[illegible] Mary Jolley, and Charles Foster.

Mrs. Jolley reported on a meeting with the state supervisors for disadvantaged and handicapped in which a request was made for greater input into the convention program offerings by this group. The group was informed by Mrs. Jolley that the Special and Related Department provided this opportunity.

A report was given concerning the charge of the committee established to study the organizational structure of AVA. The purposes of AVA were reviewed and discussed. The membership potential was stated by Charles Foster to be 225,000; actual membership is 55,000, and 75 percent of this group are teachers. The point that AVA cannot and should not try to be everything to everyone led to general agreement that favorable legislation for career education should be the primary mission of AVA. A meeting time was scheduled to appear before the Organizational Study Committee to present two recommendations:

(1) Legislation should be the top priority for the AVA staff.

(2) The department structure should be retained to provide an opportunity for like-interest groups to assemble and possibly grow to divisional status.

In the latter connection, the observation was made that the New and Related Department has been the "waiting room" to build membership to gain divisional status.

It was reported that the elected representative from the Home Economics Division has never attended any of the business meetings of the Special and Related Department. Mrs. Jolley and Mr. Foster indicated that they would follow through to see if this could be corrected.

A report on convention program offerings for the Special and Related Department was given by Darold Bobier, program chairman.

Officers for 1973 were elected: Chairman–Darold Bobier, Director of Guidance Services, Denver Public Schools; Secretary–LeRoy McCartney, Occupational Education Supervisor, Washington State Department of Vocational Education. The program chairman will be elected at the St. Louis meeting in March.

PROFESSIONAL MEETINGS

First General Meeting
December 4

Topic I: The Use of Multimedia to Enhance Career Guidance Activities

Presenters: Gordon P. Miller, Program Services Officer, College Entrance Board; Dennis Palmer, Director of Program Assessment, Houghton Mifflin Company; Michael Shaffer, Harcourt Brace Jovanovich, Inc.

Gordon Miller. At a time when the options facing individuals are increasing and changing with incredible speed, we have done little in our schools and in society to prepare individuals to make well-informed, well-considered decisions about their personal lives, their education, and their careers. One immediate implication of this lack of preparation is to decrease the control the individual has over his own life and to reduce his personal freedom in the sense that the inadequate decider will tend to let others make decisions for him.

Decision-making theory offers an effective framework that can be applied to a variety of learning situations in which the objective is to increase decision-making skills. In fact, the recent emphasis at the federal level in the area of career education offers a unique opportunity to pursue a decision-making curriculum at all levels of education.

The College Entrance Examination Board has developed a decision-making curriculum for junior and senior high school students which is currently being utilized by more than 60,000 students in schools across the country. Used as part of the regular academic curriculum, as the framework for health education programs, as a mini-course, or as the focus for a variety of career education programs, this decision-making curriculum has been received enthusiastically by students and their teachers and counselors. Research and evaluation which is built into the curriculum has revealed that students are concerned about their inability to make decisions and they are practically unanimous in their belief that decision-making is important to them. In addition, students who have gone through the program have learned new things about themselves and their classmates, particularly in the area of personal values and risk-taking.

Teachers and counselors who are leading the program have indicated that students respond more enthusiastically to decision-making than to most other curriculum materials. A prime reason for this is that the curriculum is personally relevant for each individual.

Called *Deciding*, the program consists of a student booklet and a comprehensive *Leader's Guide*, and is divided into three sections that can be covered in from 15 to 45 class periods. The sections of the material are: (1) Value clarification and objective setting; (2) Information seeking, utilization, and evaluation of probabilities; (3) Risk-taking and strategy.

The evaluation and training elements of the program provide for constant feedback from teachers and counselors. Suggestions and criticisms are reviewed and are published periodically in the *Deciding* bulletin that is sent to participating schools and other groups.

Dennis Palmer. A recent report has been published asking whether or not career education is fad or fundamental. Anytime there are a surge and new directions in education the educational publishing industry must seriously consider the lasting effects of such a movement. In the last decade or two the changes in mathematics are a case in point. The emphasis on linguistics may command similar attention and affect the curriculum and instructional materials. It is the purpose of this brief report to share with you how one publishing house has responded and is responding to career education. It is not the purpose of this paper to predict the extent of the impact of career education in general—that will be left to other soothsayers and experts.

First, it can be readily noted that Houghton Mifflin Company is interested in providing quality materials in career education. My title as editor-in-chief of career education partially demonstrates that. Having a department with that goal and developing worthwhile materials, however, are two different matters. As is true in any publishing house, manuscripts are either solicited or arrive by what is known in the trade as "over-the-transom." In a fast blossoming field such as career education it was decided to stimulate the submission of projects by sponsoring the Career Education Workshop—A Publishing Venture. Even though on our staff we have four professionals with experience in guidance (two have Ph.D.s', one all course credits for a Ph.D. but minus his dissertation, and one with a master's degree in guidance), Houghton Mifflin still felt it was important to involve current practicing professionals in evaluating projects. The Workshop consisted of six guidance specialists experienced in the field of career education performing basic editorial screening work in the light of their practical experience. They spent six weeks examining publishing proposals, making recommendations concerning those proposals, and were given practical experience at developing projects for publication. Naturally Houghton Mifflin Company had to have sufficient proposals for them to review, so prior to the Workshop we wrote a letter to each member of the National Vocational Guidance Association stating that Houghton Mifflin Company was interested in adding additional materials in career education to its list and needed their help. In the letter we solicited proposals for materials which could be used in grades K-14. We received more than 150 bona fide projects. They ranged from tests, word games, and complete K-12 programs to specific material. We were impressed with the variety of programs in existence. In addition, we were pleased to note that several of our projects already under development appeared to be on target. The three volume, *Career Education Program*, K-12 by Ryan, Saltzman, and Wysong, which was published last week and which has been under development for three years, was on the mark. Bruce Shertzer's *Career Exploration and Planning* text for grades 8-12 which will be available in March also appears to be meeting a need as expressed by the titles of many of the projects.

The Workshop was a success—we will publish several projects which were submitted. One of these, *Career Education: A Handbook of Funding Resources*, will be published January 1, 1973. Houghton Mifflin's Career Education Workshop was unique, and it is felt that it will help us by providing usable and relevant materials for teachers and students as education strives to respond to the latest challenge: career education.

Mike Shaffer. We too, like Houghton Mifflin, are a competitor faced with the questions: How do we move? What direction? and Where? What are the immediate needs going to be? We are taking two approaches in developing career education materials. One is doing some second guessing to get some materials out on the market so there is not this tremendous lag between when the need arises for the materials and when they are actually available. I think right now in the career education field there is somewhat of a lag from the major publishers, because we tend to be conservative and wait to see what the trends are going to be. So one thing we are trying to do is to get some of the materials out as soon as possible, and another is to do some long-range planning in terms of having more systematic programs come out over a period of time. The latter takes time when you're talking about production of materials and not talking just about next year, but rather are talking about 1975 or 1976 before some of these materials actually get out on the market. We are not looking to develop a single K-12 or K-14 program as such. We are more concerned with locating where some of the weaknesses in career education are and then with developing materials to help correct these weaknesses. The materials can then be plugged into a program that the school has developed rather than coming up with one set of programs that you have to pick up on a K-14 basis.

We have five different groups that are working on the development of some kind of materials related to career education, particularly in the guidance area, but also in the curriculum area of vocational education. In the test department which I represent, we have started a new section which will be called Guidance Materials and Postsecondary Materials. We have the vocational interest survey, but we are looking for other materials that can be adapted or used along with some mini-packages on job values and job knowledge. We have been looking over a lot of manuscripts. There seem to be numerous job knowledge inventories around, but we feel they do not meet the needs too well. Most of them are locally made or handmade and only serve the immediate local need. Along with OVIS, we are developing our own support materials. We don't want just an interest inventory–counselors and students need more than just that. We have just produced several new pieces to go along with the OVIS. One is an information piece which is called "A Guide to Career Exploration," and another is a kind of search strategy technique for students to direct them in their exploration which is called "Our Career Exploration Leaflet."

One of our subsidiaries, Guidance Associates, is also very active in the career education area. They already have one series out on the market called the "Job Attitude Series" which I personally think is an excellent series. At present, work is being done on job interests and attitudes at the secondary level. They are also working on a career awareness kind of program at the elementary level. There is a job discovery or career discovery series coming out based on job clusters. This will be primarily for grades 5, 6, 7, and 8.

Plans are on the drawing board for two new programs that will be coming next year. One is at the elementary level–grades 3, 4, 5, and 6–which will be a kind of field trip orientation program. It will be curriculum-oriented, curriculum-based, and will be tied in with the kind of field trip kits that schools can provide their students in terms of career awareness. The high school model is a job value series which will be different from the job attitude series. It will deal with things such as job risks. Does one take a job as a commission salesman where livelihood depends on the sales made every year, or does he choose to be a civil servant who is on a fixed pay scale and has lots of security and knows what he is going to earn every year?

Our School Department, which produces textbook materials for grades K-12, has likewise set up a new division called the Center for Curriculum Design. They will be responsible for developing career education materials for K-12. It will not be a single package, but a series of units that schools can plug into. We plan to have on the market this spring a career game which will be for elementary school pupils. This will be a role playing, consumer economic kind of product. This was not developed in the house, but developed outside by an author and submitted to us for consideration. Again, in an effort to get something on the market we picked up this material and ran with it. At the same time, this new division is developing some long-range projects in home economics and consumer economics. These materials will be out in a couple more years. Materials are also being developed in general business and business math for non-academic type students.

Our college department has also set up a new division which is dealing with business and career education at the two-year community college level. At present, they are focusing all of their attention just on business education. If this venture proves successful, they will be moving into other technical programs at the community college level. These will be total programs in things such as typing, accounting, business law, etc. These materials will start coming out in about 1975. They are now in the process of looking for authors and putting together teams of consultants.

As for how school people can help us, the more feedback that we can get from the people out there in the schools on the firing line the better we will be able to meet their needs. I am thinking of some materials Ed Whitfield developed for their OVIS program down in San Diego County. We thought they were very good and felt some other schools might be interested in them, so we are making them available. San Diego County gave us the material, at no cost, for schools around the country that are interested in them. Here is a case where locally developed materials have been brought to the attention of other people who might either be interested in adapting them or using them as they are. Sharing of ideas is very important, and I think we as publishers need to be kept informed of the projects that are going on and of what is being done. We need more project reports. We also need invitations to demonstrate projects.

The State of Maryland is doing very good work in career development, K-12. Last year they held a demonstration week where they invited publishers and other interested people down to see the kinds of things they were doing at the elementary, secondary, and postsecondary levels. It is very helpful to us to see what is going on for then we can react to the projects by giving them our ideas and telling them where their programs are weak and where strength could be added. I think it is most important for educators to explain to publishers what they want. No one seems to really know what career education is all about. Until we have a good grasp on what you really want, it is going to be difficult to know what those needs are. I think your group needs to work on defining career education. I don't believe we want a situation where the publisher determines what career education is all about. I don't feel the tail, in this case the publisher, should be wagging the dog, which is career education. I think it should be turned around—you people should determine what you want and then come to us and say these are the materials you want developed.

Topic II: Vocational Education for the Mentally Retarded
Presenters: Theodore Cote, Professor and Chairman, Department of Industrial Education, Temple University; Seymour Solop, Principal, Charles Carroll Occupational School, Philadelphia

Workshop for Vocational Educators of Mentally Retarded – Theodore Cote

Dr. Cote reported on a workshop held for vocational educators at Temple University concerning vocational education for the mentally retarded. The participants were from a ten county area around Temple University. The workshop had four primary objectives:

1. To acquaint participants with pertinent legislation.
2. To sensitize participants to the characteristics of mentally retarded adolescents and youth.
3. To acquaint participants with successful representative vocational programs for mentally retarded adolescents and youth and to emphasize the program components which make for success.
4. To suggest techniques for modifying instruction to meet the needs of mentally retarded adolescents and youth.

The participants were divided into five small groups with a group leader. The group leaders were vocational education teachers experienced and successful in handling mentally retarded adolescents and youth. They functioned as discussion leaders, catalysts, and founts of experiential knowledge. They provided the specialized experiences so essential to a workshop designed to educate educators to handle an area in which experience is lacking.

The organization of the schedule was governed by the following criteria:

1. Programs should flow from the theoretical to the practical
2. Participants should have the opportunity for immediate response and evaluation.
3. Participants' responses should affect the direction of group discussions.
4. Initially, participants should have an opportunity to express their needs and expectations relative to the workshop and then, at the end, determine if these needs and expectations were met.

Speakers covered such topics as: (1) legislation affecting the mentally retarded–Vocational Education Act of 1968, as amended, and Pennsylvania's Right to Education Consent Agreement; (2) the nature of mental retardation; (3) vocational training and rehabilitation programs; (4) evaluating the mentally retarded for vocational education; (5) role of the counselor and job-coordinator; (6) relating academic to vocational education; (7) the importance of life attitudes within the classroom; (8) representative vocational programs for the mentally retarded.

In addition, the participants made field visits to observe sheltered workshops and a group which evaluates, trains, and places the handicapped and disadvantaged. Once the school year started each participant was required to visit the Carroll Occupational School to observe its vocational program for the educable mentally retarded.

There were three three-hour follow-up sessions to complete the workshop. The first one was composed of a lecture on the mini-curriculum and its application for the mentally retarded. This was followed by a presentation of a panel composed of mentally retarded youth.

The second session was also in two parts. The first half consisted of the group leaders checking the assignments of their group members to produce a mini-curriculum. The second half was again a panel presentation, this time with a panel composed of parents. The third session had a panel of employers of the mentally retarded.

The Charles Carroll Occupational School, A Program of Vocational Education for Educable Mentally Retarded Male Adolescents and Youth–Seymour Solop

The Carroll Occupational School is a vocational school for educable mentally retarded boys ages 14 to 18. When the boys enter they are placed in an orientation class where the emphasis is on school attitudes and basic skills. The teachers then move to social attitudes and job attitudes. In addition, the boys spend one period in each shop per week. This is used by the vocational teacher as an evaluative period, and then when openings arise in the beginning shop classes, it is the vocational teacher who makes the recommendations for movement. The boys are asked for their shop preferences, and an attempt is made to match the boy with an appropriate shop.

In the beginning shop class, the boys are introduced to the basics, and they progress according to their own ability. They are taught the proper use of the shop equipment along with a respect for the tools and equipment they will use. The boys then move to the older shop class on the basis of their ability. At the age of 16, the boys are eligible for the work program. If they are exhibiting proper social attitudes and job attitudes, they are placed on their first work experience. Under the auspices of the Neighborhood Youth Corps, they work for two hours per day after school as custodial aides, recreation aides, or hospital aides. When the boys are ready for entering the work program, a conference is held with their parents. The entire program is discussed and a banking program established.

Upon exhibiting success on an after-school job, the young man moves to the next step in the program which is part-time work. This can be either half-day work and half-day school, or two weeks at work and two weeks at school. From here the boys move into full-time work at approximately 17 years of age. When a young man has completed this vocational training program, is over 17½ years old (comparable in age to the regular high school senior), and has successfully held a full-time job for at least three months, he is then awarded a high school diploma.

The academic program is highly related to the vocational program. Each shop has an academic teacher assigned to it so that both teachers work very closely together. The shop teacher takes the lead and gives direction to the academics. The language arts and mathematics covered are those needed in the shop. In addition, there is a reading program whereby every boy receives an hour per day on the skills needed for success in reading. Each boy moves at his own rate. The reading program is designed so that instant reinforcement is received. An observed offshoot of this program is that the boys learn self responsibility. The boys have five shops available to them, and all operate on the "hands-on" principle:

1. *Auto shop* – Experience is gained by working on faculty automobiles and neighbors' automobiles. One day a week is spent training at a service station under the direct supervision of the service station owner. In addition, the auto shop teacher checks each boy at his station.
2. *Food service* – This shop is responsible for preparing and serving lunch for the entire school. Each boy gets a chance at all stations so that he experiences all food service areas.
3. *Hospital practice* – This program is underwritten by the State Bureau of Vocational Rehabilitation. The boys receive a 36-week training program at a university hospital. They work in different departments and rotate every six weeks. At the end of a six-week period, each boy is evaluated by the hospital practice teacher, his department supervisor, and the hospital's training director. These evaluations are used for job placement.
4. *Tailoring* – The boys learn all aspects of production sewing plus machines such as button machine, button-hole machine, and blind stitch machine. Eventually they make their own pants and suits.
5. *Upholstery* – All skills are taught so that the boys are able to tear down a piece of furniture and then rebuild it.

The equipment in the shops is that found in industry and, in turn, the shops simulate industrial situations.

The guidance staff consists of a counselor and a job coordinator. The services of the job coordinator begin when the young men enter the work program. The coordinator is responsible for job placement, job supervision, and counseling of job problems. Thus each pupil is serviced by two individuals, thereby increasing the support needed by the educable mentally retarded for success on the job and in life.

Second General Meeting
December 4

Topic I: Cooperative Education for the Non-Typical Cooperative Education Student

Moderator: Glenn R. Matter, Assistant Superintendent for Adult and Vocational Education, Cook County Educational Service Region, Chicago

Presenters: John Craig, Lloyd Cundiff, Mary Jordan, A. J. Kaluzna, Reni Krefft, George Lettner, Harry Meinert, Paul Sable, Ray Scharf, Rollin Sublett, John Sweeney, and Allan Yamakawa.

Glenn Matter gave an overview of the topic to be presented and introduced each presenter on the program.

The film *Cooperative Work Training in Chicago Public Schools* was shown by John Craig. The film gave a brief history and background of the Cooperative Work Training (C.W.T.) program, the type of pupils enrolled, and the objectives and goals of the program. It also included information about problems encountered by C.W.T. coordinators. A sound-slide presentation explaining what cooperative work training is in the suburban comprehensive high school of Maine East High School in Park Ridge, Illinois was given by Ray Scharf and A. J. Kaluzna, C.W.T. coordinators. The opportunities provided youth to earn school credit, earn a wage, and develop job skills under a supervised employment program were highlighted in the slide series.

Other presenters on the program gave an overview of specifics of C.W.T. as follows:

1. What is C.W.T.?

a. A cooperative effort to provide on-the-job training for youth in various occupations.

b. Structured in conformity with the 1963 Vocational Education Act Amendments as established by the State of Illinois, the program is designed primarily for low academic achievers.

c. Established to accomplish the general objective of assisting participating students in making a successful initial and continuing vocational adjustment.

2. How C.W.T. works.

a. The students must be at least 16 years of age or older, and preference is given to the student in the 11th or 12th grade. The school time is devoted to the subjects that are necessary requirements for graduation from high school.

b. The students in C.W.T. receive two credits: one credit for his C.W.T. related class and one credit for his on-the-job work experience.

c. The related class meets one period per day, five days per week.

3. The C.W.T. related class.

a. This class assists the students in developing their abilities, attitudes, and knowledge for successful adjustment as a worker, citizen, and member of the family.

b. Lack of marketable skills has been one of the causes of high unemployment rate for out-of-school youth, ages 16-21. The national economy and the welfare of the nation will continue to suffer unless the training and employment of *all* of our youth have been recognized and satisfied.

c. The extensive use of field trips to local industry is a practical way to orient students to the job possibilities of the community.

d. Guest speakers are used in classroom discussion of occupations, job requirements, and any other relevant topics pertaining to living in our society.

4. Student selection

a. There are no academic prerequisites for entering C.W.T.

b. Generally, C.W.T. students have social and/or academic handicaps which prevent them from succeeding in either regular academic or vocational programs.

5. Student placement

a. C.W.T. students are placed on jobs which provide learning experiences commensurate with their abilities, aptitudes, and interests.

b. Potential employers are contacted by the coordinator prior to sending the student for an interview.

c. The students are employed in a training station for a minimum of 15 clock hours per week on school days.

d. The combined in-school and on-the-job training time may not exceed 40 clock hours per week.

6. The employer (training station)

a. The coordinator attempts to visit the student on the job at least once a month.

b. Four times per school year the employer is requested to complete an evaluation of the student.

c. The students are paid a wage comparable to that of other beginners in the occupation and conforming to any state and federal regulations.

7. The student

a. The C.W.T. program is planned to develop a student academically, economically, and socially. In doing this, there are definite things that must be done. The student is expected: to be regular in attendance in school and on-the-job; to be on time at school and on-the-job; to be absent from work on those days that he is absent from school; to notify his employer in advance in case of necessary absence; to perform related study assignments with earnestness and sincerity; to carry out his training on the job in such a manner that he will reflect credit upon himself, his employer, and the C.W.T. program; and to know that if his conduct or work is not satisfactory, his training will be discontinued.

b. The C.W.T. coordinator provides counseling and guidance for students and other help as needed.

8. The evaluation

a. The two basic purposes of the student learner evaluation is to let the students know how they are doing on their job and to develop plans for improving their performances.

b. Visitations of students on the job and the related class experience enables the C.W.T. coordinator to be very knowledgeable about students in the program.

Cooperative education is serving the academic and vocational needs of many secondary and postsecondary students. Until recently cooperative education was considered an appropriate experience for only those students who were successful in school. Through programs such as Cooperative Work Training and Work Experience Career Exploration, which includes the dropout and educationally disadvantaged, we are now serving many of the so-called non-typical cooperative education students. Through these new approaches, many students are employed who were heretofore considered unemployable. By using the cooperative education approach for younger students, many students who were potential dropouts, or were dropouts, are completing high school and in some cases, postsecondary education programs.

The challenges which are ahead are many in career education. It is recommended that all schools consider cooperative education as they plan their career education programs.

SUPERVISION AND ADMINISTRATION DEPARTMENT

Proceedings Recorder:
Arden L. Pratt
Dean, Vocational-Technical Institute
Southern Illinois University at Carbondale
Carbondale, Illinois

DEPARTMENT PLANNING MEETING
December 1, 1972

At the departmental meeting chaired by Joan E. Stoddard, specialist in Health Occupations, Oregon Board of Education, a report was given of action by the July AVA Board meeting. Actions taken or recommendations made were:

1. The AVA vice president assigned to the Supervision and Administration Department will seek further justification from the department for supplying a membership print-out of names and addresses of persons eligible for departmental membership due to the high cost involved;

2. The Board agreed to direct correspondence to the American Association of School Administrators and the National Association of Secondary School Principals indicating the desire of the Department of Supervision and Administration of AVA to participate in programs of mutual benefit to all concerned;

3. In response to a Supervision and Administration Department request that since the departmental structure, as now constituted, does not provide for adequate communications to the AVA professional staff, the Board of Directors, and to the membership at large, it was recommended by the department that the department chairmen be invited to attend at least some of the AVA Board of Directors meetings as observers. The Board simply recommended that a memorandum be sent to the department chairmen identifying the AVA Board Member assigned to the department who will act as liaison to the department and communicate back to the Board.

In action by the departmental members, Gene Bottoms, director of the Division of Program and Staff Development of the Georgia Department of Education, was elected chairman for the next year.

The department initiated a request that a national seminar on supervision and administration be planned for the near future.

GENERAL MEETING
December 4, 1972

Management By Objectives

The programs presented at the annual convention by the Supervision and Administration Department were planned and organized by Gene Bottoms, director of the Division of Program and Staff Development, Georgia State Department of Education. He was selected as program chairman at the March 1972 planning meeting.

Abstract of Presentations

Basic Principles and Techniques of Management by Objectives
Ronald Luckie, Director, Division of Planning and Evaluation Services, Georgia State Department of Education

No longer can education rely upon a decision-making process that emphasizes institutional and enterprise improvements as a basis for improving the quantity and quality of education provided the students of our nation. The emphasis for decision making in the future must be directed toward objectives which deal with the product of education and not exclusively the process. Management by objectives is a concept which allows the decision-making process to focus on the end product of the educational enterprise.

Management can be viewed in two dimensions. The first of these dimensions is the functions that management requires. The major function of management is decision making. A manager makes decisions in at least four essential areas: (1) determining direction, (2) planning, (3) operations, and (4) measuring performance. The second dimension of management is management behavior. The manager is attempting to reach the goals and objectives of the enterprise by behaving so that his subordinates, as individuals, are able to develop their own personalities and to perform in informal as well as formal settings and to be rewarded for their efforts. At the same time, the manager is concerned with the structure of the organization so that roles of subordinates are clearly defined, so that the formal structure is balanced and equitable, and so that expectations of subordinates are met. A manager must behave in such a way that his decisions reflect a positive organizational structure and at the same time he is considerate of the individual needs of his subordinates.

There are three elements in developing a procedure of management by objectives: (1) a clear understanding of desired outcomes is required; (2) a defined guide for setting performance objectives is essential; and, (3) the delegation of necessary authority to meet objectives is mandatory.

Management by objectives is a technique which allows the manager to both meet the goals of his organization and to provide positive leadership and development of his subordinates. Properly utilized, management by objectives could center its attention on the clients of education and thereby improve learning for the students of our nation.

Management By Objectives – State Level

William W. Stevenson, Assistant State Director and Head, Division of Research, Planning, and Evaluation, Oklahoma State Department of Vocational and Technical Education, and Associate Professor, School of Occupational and Adult Education, Oklahoma State University, Stillwater, Oklahoma

Management by objectives is a system which enables an organization to plan in advance what that organization desires to accomplish within a specified period of time. In addition, it is a system whereby managers assist subordinates to plan their work, meet their objectives, and review their performance so that they may achieve optimum job results, and in so doing, assist in the accomplishment of the overall goals and objectives of the organization.

This presentation is in three sections. First, it will illustrate a method of developing the organization's goals and objectives. Second, it will present a method for the development of personal job functions and performance objectives for individual accountability, in the process of achieving the overall goals and objectives of the organization. Third and finally, this paper will suggest a method for the establishment of performance evaluation sessions in order to determine the degree of success in achieving the desired outcomes of the organization and the individual's responsibilities.

The management by objectives system is of particular value to professional personnel. The administrator will find that it assists him in planning, organizing, and delegating work. The system will also provide better understanding of the subordinates' problems and should strengthen the manager-subordinate relationship. Finally, the manager will find the system valuable for assuring the optimum utilization of professional personnel, as well as enabling the professional employee to give self-direction in achieving the goals and objectives of the organization.

The entire Oklahoma State Department of Vocational and Technical

Education has been on M.B.O. since July 1, 1972. Previous to that, the Division of Research, Planning, and Evaluation had been testing and modifying the system for one year. We are thoroughly convinced that this management technique is an effective method of directing the total effort of an organization toward the accomplishment of pre-specified objectives.

(*Note:* This paper was adapted from the manuscript "Management by Objectives Implementation Sequence" by Susan K. Leverenz and Charles O. Hopkins, Oklahoma State Department of Vocational and Technical Education.)

Management of Secondary Guidance Programs by Objectives

Robert E. Campbell, Program Director, and Warren N. Suzuki, Specialist, Vocational Development and Adjustment Program, The Center for Vocational and Technical Education, The Ohio State University

The purpose of this presentation is to describe a case study of management by objectives in high school career guidance.

Operation Guidance is a system for planning, evaluating, and implementing career guidance programs. The system is designed to enable schools to select and implement the best programs of career guidance services possible with available resources. Operation Guidance does not impose a specific, predetermined career guidance program on schools that use it.

Operation Guidance is a *process* by which schools can upgrade their career guidance programs. It contains all the materials and procedures to collect information and make decisions regarding their career guidance programs.

Operation Guidance has seven major parts: (1) orientation and organization, (2) needs and resource assessment, (3) program goals, (4) behavioral objectives, (5) method selection, (6) implementation and process and product evaluation which is shown as "test method," and (7) context evaluation. For the application of management by objectives, this presentation will be focused on a few of the major parts: needs and resource assessment, goals, behavioral objectives, and evaluation.

Operation Guidance product is currently being developed. Six schools participating in the evaluation of the materials are: (1) Agua Fria Union High School, Avondale, Arizona, (2) East Bank Senior High School, Kanawha County, West Virginia, (3) Walter George High School, Atlanta, Georgia, (4) Jesse H. Jones High School, Houston, Texas, (5) Sunset High School, Beaverton, Oregon, and (6) Booker T. Washington High School, Atlanta, Georgia. Product development (including evaluation) should be completed by July 1974. We do *not* have information available at this time. If you want information when it becomes available, write to: Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210.

TEACHER EDUCATION DEPARTMENT

Proceedings Recorder:
Donna M. Seay
Southeast Director
Technical Education Research Center
Montgomery, Alabama

PLANNING COMMITTEE MEETING

December 1

The major action of the Planning Committee included a report from Floyd M. Grainge on AOTE and the Teacher Education Conference which is planned for invited participants in May 1973 at St. Louis. A request was made by Floyd Grainge that members of the Teacher Education Planning Committee submit names for invitations to the conference.

Other committee activities were: a report from Melvin Barlow pertaining to a statement prepared in support of the 1971 teacher education resolutions; a discussion of proposed teacher education resolutions for 1972; and a discussion on the reorganization of the AVA structure. The committee voted to recommend to the AVA reorganization committee that there should be a continuation of teacher education as an identifiable unit in any restructuring of the AVA.

GENERAL MEETING

December 4

Innovative Programs in Teacher Education

Speaker: Calvin J. Cotrell, Professor and Chairman, Division of Vocational Education, Temple University, Philadelphia, Pennsylvania.

Because of its timeliness and potential for meeting the challenge of accountability, performance-based teacher education (PBTE) was the primary innovation discussed. Many concepts and innovations have been combined, integrated, and infused to form the total concept of PBTE. While there are many adaptations of PBTE in planning and operational stages, all of these will not meet the requirements proposed. Modules of PBTE vary considerably in nature, format, content, etc., from one program to another. If some programs were analyzed in terms of the proposed standards, they would be PBTE in name only.

If the program is performance-based, it should include the following features:

1. Identifiable competencies should provide the program foundation.
2. Instruction should be relevant to the needs of a particular learner (teacher or prospective teacher).
3. The modules should be of such size as to provide for maximum flexibility in scheduling.
4. The instruction should be modularized and autonomous to provide mini-courses and avoid quarter- and semester-long courses.
5. Individualized instruction should be facilitated by the modules.
6. A balance of group and individualized instruction should be provided.
7. Efforts should be made to humanize all modules.
8. The modules should be designed to allow individualized pacing of instruction.
9. The modules should be designed to facilitate self-instruction.
10. Direction of learning should be provided from the identification of needs through assessment and feedback on performance.
11. The modules should be student centered, i.e., written for the prospective teacher as opposed to being lesson plans for the teacher educator.
12. Performance objectives representing the cognitive, affective and psychomotor domains should be provided in each module as needed.
13. The modules should be mediated and should utilize a variety of audio-visual media to facilitate individualized instruction.

14. The modules should provide learning experiences which are sequenced to enable the learner to move from theory to practice.

15. Both core and specialized vocational service needs should be met; that is, early learning experiences of a module may be the same for all vocational services, but the application in later experiences will be under the supervision of persons representing the occupational specialty.

16. Simulation experiences must be provided in modules to prepare teachers for coping with reality in some competencies, especially when it is hazardous to learn by doing in the real world.

17. The program must be field-based and operated as a cooperative education venture between the public schools and the teacher education institution.

18. Performance assessment and feedback must be provided in the "real school" setting to complete the requirements for a module of PBTE.

19. Remediation in alternate learning experiences and/or recycling must be provided to assist those persons having difficulty with meeting performance requirements of modules.

20. Context, process, and product evaluation should be provided for review and revision of modules and the learning system.

Notable PBTE programs currently operating in the general elementary and secondary fields are found at Weber State College and Southwestern Minnesota State College.

Planning and development efforts in PBTE cited were: (1) The Center for Vocational Education at The Ohio State University, Oregon State University and The University of Missouri; (2) Florida International University; (3) Wayne State University; (4) University of Michigan; (5) Michigan State University; (6) University of Nebraska; and (7) Temple University.

Innovations in Personnel Development

Speaker: Paul J. Manchak, Chief, Career Education Branch, National Center for Improving Educational Systems, USOE

There is an urgent need to develop more effective techniques for the initial preparation and continuing development of our educational personnel. Improving the qualifications of educational personnel is a key strategy in the national effort to improve education. One of the objectives of the National Center for the Improvement of Educational Systems has been that of "Meeting Critical Qualitative and Quantitative Shortages of Educational Personnel." Among the educational areas to be included in this objective is vocational education. The support of new and innovative efforts to alleviate some of the deficiencies and meet some of the needs discussed is in the realm of possibility for part F of EPDA. The federal role is that of supplying financial support, research products, and technical assistance.

Part F of EPDA is broad and flexible and allows for imagination and innovation in developing alternative methods for helping to meet some of the critical personnel needs of the state. Also, it emphasizes activities which show promise of having a lasting, residual effect and which appear to be generally applicable to other areas of personnel development within the state and outside the state.

EPDA Part F funds under Section 553 have demonstrated the value of employing supplemental funds to generate greater amounts from other sources to meet high priority needs. Four years ago of all money spent on vocational education, only 1.9 percent went for personnel development. In 1970 the figure was up to approximately 2.8 percent. Analysis of the state plans for 1971 indicates increases to about 3.5 to 4 percent. This is low, but it's a significant increase over past years.

Reports on most of the state personnel development activities are in or will be in the ERIC system and will be indexed in the ARM series for your future reference.

Innovations in vocational education personnel development which have come about within the past two or three years include:

1. The establishment of state advisory committees, or the formation of subcommittees of the state advisory councils with the responsibility for advisement in the planning, development, and assessment of personnel development systems within their states.

2. Inclusion of coordinative functions involving classroom teachers and/or local supervisory personnel as well as teacher educators from the teacher training institutions in the planning and implementation of the states' personnel development systems.

3. Increased emphasis on the involvement of business and industry in the planning and operation of personnel development programs.

The activities supported through the states during the past year and the approximate percentages of total funding for each category include: (1) in-service programs for increasing the competencies of both teachers and administrators (45 percent), (2) training teachers to work with disadvantaged and handicapped youth (21 percent), (3) exchange of education-industrial personnel (9 percent), (4) developing teachers for career education (6 percent), (5) recruiting and training postsecondary personnel (6 percent), (6) and orienting guidance counselors to occupations and vocational education (12 percent) (some of these activities cut across lines of others so the sum of the percentages is not 100).

In some respects, educational personnel development still has a long way to go. Only be setting goals and objectives, by assessing needs, by planning, developing, evaluating, revising, upgrading, and updating will we achieve our full potential in vocational education. This, to me, is all part of the planning process which has been made possible in large part under federal initiatives promoting innovation.

Cooperative Development of Performance-Based Vocational Teacher Education Curricula

Speakers: Robert E. Andreyka and Delbert W. Shirley, Research and Development Specialists, The Center for Vocational and Technical Education, The Ohio State University.

Many proponents of performance-based teacher education feel that it should be on a foundation of: (1) identified teacher competencies; (2) instructional objectives based on those competencies; and (3) sound instructional procedures and materials.

This report provided a brief overview of the Center's research efforts in performance-based teacher education involving two major research and development projects.

The current project, titled "Cooperative Development of Professional Teacher Education Curricula," is based upon a series of studies in the project entitled "Model Curricula for Vocational and Technical Teacher Education" which were conducted at The Center for Vocational and Technical Education under the direction of Calvin Cotrell.

More than 1,000 vocational personnel representing all states and vocational services participated in these studies. The project was concerned with determining the pedagogical performance requirements for vocational and technical teachers and the differences among the vocational services. An occupational analysis methodology was used to identify competencies required of vocational teachers. Task forces consisting of teacher educators, state supervisors, and master teachers were involved with critical incident studies which were used to verify the competencies.

In October 1967, Center personnel began work on Phase I of the project. This phase was concerned with the performance requirements of teachers of conventional types of programs in agriculture, business, distributive, health occupations, home economics, technical, and trade and industrial education.

Two hundred and thirty-seven performance elements (or competencies) were identified. Only minor differences were found in the pedagogical performance requirements for teachers of the various vocational services.

Phase II was concerned with the performance requirements of teacher-coordinators of cooperative programs in: off-farm agricultural, office occupations, distributive, wage-earning home economics, trade and industrial, and special needs education. Again, little difference in the pedogogical performance requirements of teachers was found among the vocational services.

This phase identified 385 elements, verified and divided into 10 categories: (1) program planning, development and evaluation; (2) instruction planning; (3) instruction-execution; (4) instruction-evaluation; (5) management; (6) guidance; (7) school-community relations; (8) student vocational organization; (9) professional role and development; and, (10) coordination.

Related performance elements were then grouped into clusters within respective categories. The grouping of 50 performance-oriented cluster titles resulted from a combination of a factor analysis and logical synthesis by the project staff. The merged data served as a foundation for the development of performance-oriented general objectives which may be used as guides in the development of teacher education curricula.

Based upon the findings of these earlier studies, we have moved into the development stage of a project focusing on the production of modules which can be used to provide pre- and in-service teachers with performance-based teacher education.

This project, entitled *Cooperative Development of Professional Teacher Education Curricula*, is designed to develop and evaluate viable teacher education curricula which will be performance-based and will emphasize individualized instruction, the core concept, and the cooperative education concept.

The materials being developed are *performance-based*, that is, based upon competencies identified as important to successful teaching and relevant to the needs and duties of teachers. While curricular materials are being designed to be used primarily as directed self-instructional packages to facilitate individualized instruction of preservice and in-service teachers, we intend that they be useful to teacher educators as guides for planning group instruction.

Since very few meaningful differences were found in the pedagogical performance requirements for teachers in the various vocational services, we anticipate that many of the packages being developed will eliminate the present duplications usually found in course offerings. *Core-type* instructional packages may be used as common offerings by teacher educators, and common learning experiences may be provided to teachers in each of the vocational services.

Through the application of *cooperative education* concepts, we foresee higher quality and greater efficiency in teacher education. In pre-service programs, we propose that the prospective teacher might move into the school setting as an on-the-job learner or as a paraprofessional. He could then grow to the level of a professional teacher in an organized program while being exposed to real school experiences. At the same time, this prospective teacher could have available individualized instruction packages or modules designed to help him build teacher competencies.

Two teacher education institutions were selected to develop the curricula. The rationale for this decision was that the teacher education curricula will be of higher quality and more acceptable to others as a result of their development in the "real world" and because of the involvement of many vocational personnel representing all vocational services in different geographic locations.

The Division of Vocational, Adult and Community College Education of Oregon State University, the University of Missouri Practical Arts and Vocational-Technical Education faculty, the Oregon and Missouri State Departments of Vocational Education, and the Center for Vocational and Technical Education are engaged in a cooperative venture to develop curricula for vocational and technical teacher education.

The Center at The Ohio State University is serving as a coordinating and support agency with center staff at each of the cooperating teacher education institutions. The site members are working with faculty members to develop performance-based vocational and technical teacher education curricula which are based directly on the aforementioned research.

Cooperative Development of Vocational Teacher Education Modules

Speakers: Francis E. Clark and James B. Hamilton, Research and Development Specialists, The Center for Vocational and Technical Education, The Ohio State University.

The development of individualized performance-based instructional packages is concerned with two questions: (1) what are the components of a module, and (2) how are instructional modules developed in this cooperative effort?

The modules (individualized learning packages) consist of the following components: (1) Title Page, (2) Introduction, (3) Performance Objectives, (4) Resource Materials, (5) Learning Experiences, and (6) Module Supplement.

Although there are slight variations in the procedures followed in the development of a module, the module development cycle is much the same.

The first involvement of faculty is in the review of a conceptual framework for a category. The conceptual framework is the clustering of general objectives into modules with tentative titles, and it shows the relationship of one module to the other modules in the category.

Writing teams of two to three faculty members and a Center site team member are then formed. Care is exercised in the formation of writing teams to see that each consists of a "mix" of vocational service areas, to insure that the concept of "core curriculum" is carried into the development of modules.

The writing team meets for the purposes of identifying tentative performance objectives and learning experiences, and of suggesting appropriate instructional resources. General objectives derived from the research serve as a basis for the performance objectives in each module. The Center site team member then writes the first draft of the module.

At this point, the module is sent to the original writing team and to one other writing team for their review and suggestions for improvement.

The Center site team member then revises the module, incorporating recommendations of the review team.

Following this revision, the module is then reviewed by a faculty review team made up of at least one representative from each of the vocational service areas. A review form is utilized which asks for an evaluation of each module component as well as for an overall evaluation of the module as a learning package.

The module is again revised by the Center site team member incorporating suggestions resulting from the large group review.

The module is then forwarded to the other site and to the Center. At the other site, the module is reviewed by a faculty review team (composed of representatives from each vocational service area) and forwarded to the Center along with the faculty reviews of the modules.

Next, a review team at the Center (Columbus) examines the module, and a synthesis is developed of reviews from faculty teams at each site and from the Center. The module is then revised at the Center and prepared for testing at the sites.

Validation of Teacher Education Curricula

Speaker: Shirley A. Chase, Project Associate; Curtis R. Finch and Jeffery M. Speiss, Research and Development Specialists, The Center for Vocational and Technical Education, The Ohio State University.

The establishment of module and curricula validity is an integral part of our work. As with any project of this type, there are several constraints which affect the extent to which validation procedures may be used. One constraint can be classified as available resources. Obviously, this project does not have unlimited funds, and this limits the number of dollars and personnel which can be used to conduct validation of the modules. A second constraint consists of the time which it takes to produce modules. We obviously want to make all modules available as soon as possible but not at the expense of quality control. A third constraint involves the environment in which modules are being developed and tested. Although faculty members involved in the development and testing process at the two cooperating institutions (University of Missouri and Oregon State University) are working toward the individualization of teacher education and the establishment of a performance base for their programs, they are now testing modules in regular courses. Since modules are intended to be used eventually on an individualized mastery basis, testing in a traditional setting may have limited "generalizability" to performance-based teacher education programs as they eventually evolve.

As related to our work, validity refers to the extent to which a module or set of modules delivers as it was designed to deliver. In terms of delivery, we are concerned with the following points: (1) Does the module have a performance base? (Is the module's terminal objective equivalent to performance expected of a teacher "on the job?") (2) Is it suitable for individualized instruction? (3) Can it be modified for use in group instruction? (4) Are the modules readily accepted by pre- and in-service teachers? (5) Are they well received by vocational teacher educators representing all vocational service areas? (6) Does taking a module result in a change in behavior of the type which was desired by the module developers? (Does it teach?) (7) Are there positive cumulative effects when the modules are used in concert with each other?

In order to obtain answers to the above questions, the project staff is examining four aspects of module validity. These consist of content validity, face validity, construct validity, and criterion-related validity. Each of these basic categories of validity will be examined as it relates to module development.

Establishing Content Validity

Basically, content validity asks the question: "Do the objectives of the modules actually represent the competencies needed by a vocational teacher?" A partial answer to this question can be derived from the research work which went into the identification of the performance elements and the development of general objectives. It must be realized that the determination of content validity is based largely on a judgmental procedure rather than on the establishment of a quantitative relationship between or among variables.

Another aspect of content validity deals with the module development process. While each module is being written and reviewed by teacher educators representing the vocational service areas, it is checked to assure that the terminal objective is representative of the competencies needed by a vocational teacher.

Assessing Face Validity

Face validity relates directly to the module user, in this case the teacher-educator and, of course, the pre- and in-service teacher. It focuses on the extent to which a module looks to the user like it will do what it is intended to do. Hence, when a user examines a module, it should appear to him that it will develop the necessary competencies which it says it will develop. Face validity is determined by an examination of the module and its contents, and considers only obvious relevance to the user. This type of validity is an important consideration to the extent that the apparent relevance of the modules may have a direct bearing on the "module taker's" motivation. To the extent that learner motivation is related to achievement, face validity may have a positive or negative effect on student performance depending upon how the user perceives the module.

There are several means by which face validity for the modules is being established. Since the process leading to the establishment of performance-oriented general objectives involved teachers, they naturally had a great deal of concern about the relevancy of these competencies. Likewise, since each module was developed by a writing team which included vocational teacher educators, each faculty member was keenly aware of how a module might fit into his teacher education program. Therefore, major problems in face validity are being identified as the modules are developed or as they are reviewed by representatives of the various vocational service areas.

The field testing of modules plays an equally important part in the establishment of face validity. As each module undergoes preliminary testing, the students (pre- and in-service teachers) are asked to indicate what their reactions are to the module content and format. Similar questions are asked of the teacher educators who are administering the modules. On the basis of feedback from these groups, revisions can be made to the modules which will make them more acceptable to the target audience. Instruments have been developed which allow for ratings of the module as well as any reactions which the user would like to make. That is, the forms provide us with two types of feedback, objective as well as more subjective information.

Assessment of Construct and Criterion Related Validity

While content and face validity focus on the validation of modules by means of a judgment process, construct validity focuses on establishing validity by more empirical means. It is important when one wishes to know what trait, quality, or skill (construct) a student has which is reflected in his performance (Cronbach and Meehl, 1955). There is, of course, no single index of construct validity; rather, it is established by the accumulation of evidence from a variety of sources.

Of particular importance is the notion of curricular validity which appears to fall in the general category of construct validity (Dubois and others, 1954). Nunnally (1967) refers to it as an empirical technique to provide circumstantial evidence as to the content validity of a measure. As related to module development, the process of establishing curricular validity would consist of administering a module to a group that had not received instruction in this particular area and comparing this group's achievement with that of a comparable group which had not received instruction. If only chance differences are found between the performance of the two groups, the validity of the module is questionable. Although this program may not include a test of each individual module, it is hoped that sufficient testing can be done to assure that the key characteristics of the modules can be generalized to the total number of modules to be developed. The primary focus of this testing will be on establishing construct validity.

A final concern is with criterion related validity, which asks the question: "How will the pre- and in-service teacher's performance on the modules predict how well they will perform as teachers?" This type of validity bears directly on our concern about the cumulative effects of the modules. Therefore, we intend to test not only individual modules but groups of modules to assure that they collectively contribute in the right way to performance which is more global than that specified in each particular module. In order to examine their cumulative effects, the modules will be provided to a teacher education institution which will use them instead of the existing traditional courses. Then, over a period of time the effects of these modules can be examined.

General Acceptance of the Modules

At the present time we have obtained some feedback as to how teacher educators and pre- and in-service teachers feel about the modules that have been developed. Teacher educators generally have seemed to agree that the basic format of the module is functional. Likewise, generally they are in agreement that the competencies specified in the module objectives are relevant ones for vocational teachers to acquire. Some concern has been voiced about the modules' length and the lack of mediation to accompany each module. Both of these areas are being examined at the present time to determine what possible changes might be made to the modules. Feedback from pre- and in-service teachers has been gathered during the preliminary testing activities. In general, students taking the modules have indicated a satisfaction with the performance objectives, learning experiences, evaluations, and format. Specific changes suggested by students are being taken into account when each module undergoes an additional revision cycle after it has been tested at both sites.

In summary, we have indicated that several strategies are being or will be employed to assure that the modules have a sufficient validity base. We have also attempted to show that validity is an integral part of the module development process. Finally, we are trying to communicate the fact that modules, just like Rome, cannot be built in a day, a week, or a month for that matter. We certainly are aware of the need for performance-based teacher education; however, we also want to assure that modules actually will do the job that is intended of them.

A Working Model of a Competency Based Vocational Teacher Education Program

Speakers: Fred S. Cook, Director; Tommie U. Johnson, Assistant Professor; Bette H. LaChapelle, Curriculum Coordinator of Family Life Education; Charlotte Neuhauser, Rita Richey, Research Associates; Charles H. Sechrest, Curriculum Coordinator, Vocational and Applied Arts Education; Wayne State University

This presentation described the elements of the instructional system and the Management Information System (MIS) of the Department of Vocational and Applied Arts Education at Wayne State University.

The models presented described a system's approach to teacher education which utilizes the tenets of competency based instruction.

Instructional System

One model was of a competency based instructional system consisting of five major elements: (1) competencies, (2) performance objectives, (3) needs assessment, (4) delivery systems, and (5) evaluation.

All parts of the instructional system are based on competencies, i.e., skills, knowledge, and judgment which the student will demonstrate at a predetermined proficiency level before initial and/or continuing certification.

Management Information System (MIS)

The VAE Management Information System (MIS) has as its major purpose the selection, storing, processing, and transmitting of data to the faculty at a time when it can most effectively be used to enable them to make more accurate decisions.

The MIS is a computer-based system. However, every effort has been made to insure that the most efficient procedure has been formulated which may or may not require the computer.

Seven subsystems comprise the MIS.

AGRICULTURAL EDUCATION DIVISION

Proceedings Recorder:
J. Robert Warmbrod
Professor, Department of Agricultural Education
The Ohio State University
Columbus, Ohio

PROFESSIONAL MEETINGS

Keynote Speaker: William Gunter, U.S. Congressman-elect, State of Florida.

I am a product of vocational agriculture and the FFA. Not only did I take vocational agriculture in high school, but I also took my degree in agricultural education in college. Through your special knowledge, your leadership, and the influence you have on youth, you have the greatest potential for inspiring and stimulating the future course of agriculture and agribusiness. The future of agriculture and those of us involved in agriculture is not so much behind the plow as it is in cultivating those skills and techniques which ultimately will deliver the very best food at the very best price at every table in America.

The challenge is in the market place. Today the price of cornflakes is up 88 percent, while the price of corn to the farmer is down 12 percent. Even bread is up 75 percent, but the farmer's share of a 30-cent loaf is still less than 4 cents. All of this has happened in the last 20 years.

The challenge is in the halls of government where the policies are set which permit the continuing economic decline in the small towns and rural areas of America. The challenge is in labor relations. It seems that the handy hired man is gone for good only to be replaced by very skilled and determined organizers and negotiators who promise a so-called new day for farm labor. The challenge is in the laboratory where the great technical advances in agriculture will be conceived and actually achieved. The challenge is in the fields and on the farm. While farming has become big business, we still have a responsibility to preserve and safeguard a role in agriculture for the small independent farmer through cooperative marketing arrangements and other devices. The challenge is to conserve the great open spaces of America and to manage and utilize these spaces carefully.

Not long ago they were telling us that vocational agriculture was dead. Agricultural education, as I knew it as a vocational agriculture student, FFA member, and student teacher, has passed from the scene; but it has not died, it has merely matured as agriculture and agribusiness are maturing. There is something very vital and alive about an educational program which not only is keeping pace but in many ways setting the pace for the modern development of agriculture and agribusiness. Your challenge is to inspire and develop the minds and imaginations of young men and women who will cope effectively with the problems in agriculture. Your challenge is to develop the leadership not only for this great industry but also for government at every level. Let us raise generations prepared to cope with the complex and complicated challenges of agriculture, but let us also be sure that they understand the deeper values of agriculture—the satisfaction of doing something truly worthwhile, the beauty of watching the sun come up and go down, the agony of a prolonged drought, and the symphony of rain drops. Then tell them that agriculture perhaps more than any other ingredient was responsible for molding the unique character of America and that it not only feeds the nation, but it feeds our spirit.

Relating Agricultural Occupations Programs to a Career Education Model

The Illinois Career Education Model. Vocational education in agriculture is a definite part of the career education model. In Illinois vocational and technical education is divided into five clusters of occupations: (1) applied biological and agricultural occupations, (2) business and marketing occupations, (3) health occupations, (4) industrial occupations, and (5) personal and public service occupations. The Illinois model provides for career education for these five cluster areas to be offered in all schools receiving federal and state reimbursement from kindergarten through the junior college. The career education program is divided as follows: (1) kindergarten – grade 6, career-awareness instruction for all five clusters; (2) grades 7 and 8, career exploration; (3) grades 9 and 10, career orientation; (4) grades 11 and 12, career preparation; and (5) grades 13 and 14, specialized technical preparation for all five clusters. (Lloyd J. Phipps, University of Illinois)

*The Agricultural Occupations Cluster Project.*One of the characteristics of most career education models is the inclusion of appropriate units of instruction in courses throughout the learning period. The Agricultural Occupations Cluster Project involved the development and testing of a 12-week unit in occupational orientation. Four similar projects are underway to develop and test orientation units for health occupations, business management and marketing occupations, personal and public service occupations, and industrial occupations. The Agricultural Occupations Cluster Project was implemented at the University of Illinois. The major events and activities carried out in this project during the first two phases are as follows: (1) identification of appropriate agricultural clusters and sample job titles within each cluster; (2) preparation of 100 job briefs covering representative job titles in each cluster; (3) preparation of teaching guides and instructional materials for a 12-week unit in orientation to agricultural careers; (4) selection of six pilot centers; (5) orientation and training of six pilot teachers in a two-day workshop; (6) field test of the orientation unit in the pilot schools, including monthly visits by the project staff to evaluate results and provide consultative services; (7) group evaluation of unit and related materials; (8) revision of the unit and job briefs; and, (9) preparation of a final report, including recommendations regarding the use of the orientation unit in a career education model. Phase II of the project will be completed in January 1973. (Paul E. Hemp and Robert W. Walker, University of Illinois)

Career Education in the Elementary School. In August 1970, the Illinois Division of Vocational and Technical Education funded a career education materials development project at Eastern Illinois University. This project is known as OCCUPAC, taking its name from the multimedia packages of career education materials that are developed. From the beginning, we have had elementary education, elementary teacher education, and counselor education personnel involved. It seemed logical that career education could lend itself to a "hands-on" approach. Therefore, our ultimate objective in the OCCUPAC project was to develop an alternative approach to career education which provided for hands-on learning within the school setting. This should not be interpreted to mean that the staff rejected all approaches which involve printed instructional materials or out-of-school learning experiences. Our approach involves the heavy use of manipulative activities that we have either designed or built in the industrial arts and instructional materials centers at Eastern Illinois University. Our manipulative activities have been drawn from various occupational areas. Our approach is to allow the elementary school child to work with the real thing. (Marla Peterson, Eastern Illinois University)

Career Education in Elementary Grades

This project grew out of a state grant for an occupational and career exploration program in Cobb County (Georgia) beginning September 1969. Teachers and principals in the pilot schools were involved in all phases of planning. During in-service meetings, a number of units were developed by the teachers who are now implementing them. The project is one of orientation and information at the elementary level, information and exploration at the middle school level, and exploration and preparation at the secondary level. Analysis of goals led to the development of six components now incorporated into all units at all grade levels: hands-on activities, role playing, field trips, resource people in the classroom, subject matter tie-ins, and introduction to occupations in the community.

At the elementary and middle school levels there is neither intent nor desire to channel students into an occupational decision; the goal is to provide experience and exposure upon which students can most effectively make decisions relating to the next step in their education. The first major decision point in the career development approach occurs at the ninth grade level when students use one of three broad occupational areas for in-depth exploration: human services occupations, industrial arts occupations emphasizing construction and manufacturing, and business and distributive occupations. At the secondary level, tenth grade students may choose a class in career exploration, a class in general business, or those classes most specifically relevant to occupational goals in the professions. Students choosing the career exploration class rotate through six occupational areas of training. Students choosing the general business class are introduced to bookkeeping, typing, and office practice. Students pursuing occupational goals in the professions select quarter-courses that facilitate preparation for obtaining their goals. For students identified as potential dropouts, there is a program of cooperative vocational and academic education in addition to the activities mentioned. A coordinator works with these students to further strengthen their relationship to the various subjects, to each other, to the world of work, and to actual job situations in which the students are engaged. At the eleventh grade level students may choose to enroll in the vocational courses for job entry preparation in drafting, electrical instruction and maintenance, graphic arts, radio and television repair, sheet metal and welding, or data processing. They may choose any one of the number of cooperative programs such as diversified cooperative training, vocational office training, or distributive education, or they may continue to choose those classes necessary to pursue an occupational goal in the professions. At the twelfth grade level, students may continue any of those opportunities and in addition may choose the area vocational-technical school for specific occupational preparation. (Joel Smith, Cobb County, Georgia)

Education for the Disadvantaged and Handicapped

Agricultural Education for the Handicapped. Vermont's needs for vocational education at the secondary level are served by a network of area vocational centers in which more than 300 mentally retarded students are preparing for gainful employment in programs called diversified occupations. The diversified occupation programs serve to accelerate students' occupational and academic achievement. Students explore a variety of occupational clusters simulated in the laboratories. Training is later concentrated in areas where a student's interest and aptitude indicate that he can integrate into a regular vocational program. A program into which many handicapped students are integrated is Agribusiness and National Resources. The ability of special-needs students to succeed in these classes depends largely upon the instructional techniques used in the classroom. Integration has been most successful when instructors provide for: clearly defined instructional objectives, sequencing of instruction in small steps, immediate knowledge of results, variety in the modes of presentation, different rates of presentation, active response for the learner, branching alternatives, and periodic and spaced review. A number of teaching approaches have been identified: peer tutoring, learning activity packages, field trips, simulation games, multimedia presentation, learning carrels, and individual or small group coaching. (Gerald R. Fuller and William E. Halloran, University of Vermont)

Curriculum Development in Agricultural Education for the Disadvantaged. The special disadvantages of these students eliminate some topics which are usually taught in a regular vocational agriculture program and also indicate instructional topics that should be provided. Four basic factors to remember in curriculum development are: (1) 80 percent of these students will remain in the community; (2) the teacher must identify the jobs in the community; (3) skills and abilities to obtain and succeed in these jobs must be identified; and, (4) students' interest must be identified. Special considerations of curriculum development are: (1) students must experience success; (2) instructional units must take on a micro approach; (3) class periods should be two hours in length; (4) instructional topics must be taught according to the seasons; (5) community resources must be used; (6) individuals should be taught through the FFA; and, (7) the teacher must have faith in the disadvantaged. (Dennis Torrence, Appomattox, Virginia, and John R. Crunkilton, Virginia Polytechnic Institute and State University)

Agribusiness Program for Disadvantaged Youth. Oregon and Sauk Prairie are small schools located near Madison, Wisconsin. The schools are pilot schools in a special project. Most students in the agribusiness programs meet one or more of the following criteria: short of credits, underachiever, poor self-concept, low ability, disruptive, or potential dropout. Instruction in the classroom consists of topics such as how to get a job and where to look for a job; filling out application blanks; studying job clusters, unions, and taxation; and using learning activity packages concerning the world of work. Additional classroom time is spent helping students complete assignments and projects for other courses. The goal of the program is to put students on a job which allows them to gain experience prior to the time they will be seeking full-time employment either as a dropout or a high school graduate. In most cases the program has helped students improve their self-concept. It is also very helpful for the student to have some money that he has earned. Frequently this has changed the student's attitude toward school work and the instructor. Is the program working? Attendance has picked up, and students are earning better grades than they had before enrolling in the program. In most cases, students' attitudes have also improved. (James Olstad, Oregon, Wisconsin)

The Use of Teacher Aides in Programs for the Disadvantaged. Two graduate assistants who were agricultural education graduates at Kansas State University served as teacher aides to assess the effectiveness of the use of teacher aides in instruction of the disadvantaged in vocational agriculture. The teacher aides helped plan a program to assist the vocational agriculture instructor with the operation of their courses. The following statements summarize the principal findings of the project: (1) Teacher aides are very useful in doing many jobs such as taking roll, updating student records, running errands, taking inventory, supervising halls, duplicating materials, and helping students in the shop; (2) The supervising teacher needs to be well organized so teacher aides can easily fit into the pattern of the vocational agriculture department; (3) Teacher aides sometimes lack the necessary initiative in working with disadvantaged students and in communicating at a level acceptable to disadvantaged students: (4) Teacher aides many times did not give adequate praise and recognition of success to disadvantaged students; (5) Teacher aides often had trouble offering challenges to disadvantaged students which were at the appropriate level of difficulty; (6) Full-time teacher aides are much more usable than part-time teacher aides; (7) Teacher aides learned more if they assisted in the development of instructional materials for class use; (8) Teacher aides sometimes felt that they did not have adequate training; and, (9) Teacher aides need constructive criticism to make them aware of areas of needed improvement. (James Albracht, Kansas State University).

Some Issues in Agricultural Education

The National Task Force Committee for Agribusiness, Natural Resources and Environmental Improvement, appointed by the associate commissioner of the Bureau of Adult, Vocational and Technical Education, U.S. Office of Education, submitted a report to the commissioner of education. Following are some specific recommendations and actions of the committee: (1) recommended that the title for the national program be Agribusiness, Natural Resources, and Environmental Improvement; (2) identified nine major instructional programs to train individuals for agricultural occupations–basic principles of the agricultural industry (career preparation), agricultural production, agricultural supplies and service, agricultural industrial equipment and mechanics, agricultural products-processing, ornamental horticulture, agricultural resources and recreation, forestry, and environmental improvement; (3) identified the awareness, orientation, and exploration component of career education in the total agricultural cluster; (4) recommended that the environmental cluster become a part of the total agricultural cluster; (5) refined and updated the Denver conference report as to purpose, objectives, and career education continuum for agribusiness, natural resources, and environmental protection; (6) developed national goals, including enrollment projections, and developed quantitative objectives to meet these goals; (7) proposed a five-year overall administrative plan; (8) recommended a five-year operational plan with action steps to achieve quantitative objectives, including staff requirements; (9) noted the lack of suitable manpower data and recommended a nationally coordinated manpower study be conducted to provide a sound basis for program planning; (10) recommended establishment of a special task force to assist the associate commissioner and his staff in coordinating the establishment and implementation of national priorities for the educational program; (11) developed priority leadership, administrative, and management functions through a suggested management plan; and, (12) recommended that the U.S. Office of Education fund a proposal for national curriculum guides in the awareness, orientation, and exploration components of career education, and guides for each of the eight major occupational areas of agribusiness, natural resources, and environmental improvement.

The five-year plan will require professional staff members to provide leadership. Major emphasis needs to be given to maintaining field of service identity of professional educational staff as program specialists, to maintaining supervised occupational experience as a vital component of vocational and technical programs, to maintaining the FFA as an integral part of all instructional programs, and to providing adequate support by the Bureau of Adult, Vocational and Technical Education in terms of staffing and funding to implement and conduct a suggested national program. Comprehensive inservice training programs must be developed for teachers which are based on the professional and technical competencies needed. State staff members not only administer programs in agricultural education but must have the leadership ability to give directions for program development and expansion. The FFA organization can only be an integral part of the instructional program when definite performance objectives are determined in leadership, citizenship, and personal development. (James E. Dougan, Ohio Department of Education, and William Smith, Rutgers University)

Manpower Data for Agribusiness Education (A Progress Report)

Background Information. The following will reveal the experiences of the Interdepartmental Committee in search of manpower data and training needs in agribusiness. Soon after the passage of the Vocational Education Amendments of 1968 the members of an assembled advisory committee agreed that obtaining valid and comprehensive data on current and projected employment opportunities was a high priority. The committee recommended that a steering committee of representatives from the U.S. Office of Education, the U.S. Department of Agriculture, the Department of Labor, and the Department of Commerce be appointed. The committee was granted interdepartmental status in 1970. In February 1972, the committee members agreed to undertake the project. The employment opportunities section of the project was divided into three phases: (1) identifying and validating agribusiness occupations using U.S. Census data, (2) making long range projections through the Department of Labor, and (3) developing arrangements with the Census Bureau and the Department of Labor for continuously updating the data. Conferences held with Census Bureau and Labor Department officials revealed that most of the data had been obtained, but not tabulated, by the Census Bureau in 1970. The committee developed a matrix of agribusiness by occupations, industries, and codes in the U.S. Census data bank. These occupations were validated by specialists in agribusiness occupations in nine states. The state specialists completed their work in November 1972. A team of volunteers is summarizing the state data in preparation for requesting employment data from the Census Bureau. Hopefully, many states will begin research studies to supplement the census data and to notify the Interdepartmental Committee of any discrepancies or occupations which have not been identified. (H. N. Hunsicker, U.S. Office of Education)

What Data Will Be Available? Prior to the efforts of the National Committee on Employment Opportunities and Training Needs in Agribusiness, the term "agribusiness occupation" had been undefined. The definition of agribusiness occupations developed was based primarily on the agricultural subject matter areas, including agricultural production, supplies, services, mechanics, and products, in addition to ornamental horticulture, renewable natural resources, and forestry. Occupations requiring or utilizing skills or knowledge in any of these areas, regardless of the degree in utilization, are considered to be agribusiness occupations. Every ten years individuals report the titles of their occupations to the U.S. Census of Population. The Census maintains a list of over 23,000 such titles and classifies them into 441 occupational categories. The data for only those industries in which agribusiness occupations exist in significant numbers will be tabulated. Of 226 census industrial categories, about 100 have been identified as employing significant numbers of agribusiness manpower. All of this information will be available for the U.S., for states, and possibly for selected standard metropolitan statistical areas. (Kenneth R. Norell, Bureau of the Census, U.S. Department of Commerce)

Projecting Manpower Data for Agribusiness. For many years vocational educators, guidance counselors, manpower analysts, state and regional planners, and others concerned with job placement and job-related training have needed current and projected occupational information on a national, state, and local basis. Although occupational data have been provided for a number of years on a national and state-wide basis, information on state subdivisions such as standard metropolitan statistical areas and multicounty planning districts has been very scattered, fragmentary, and inadequate to meet the needs of most users. Data on current and projected job opportunities in agribusiness and related fields for local areas have been practically nonexistent. In response to this need, an agribusiness manpower project was initiated which is under the supervision of an interdepartmental task force comprised of members from the Departments of Labor, Commerce, Agriculture, and Health, Education and Welfare. The Department of Labor in cooperation with the state employment agencies will begin developing national and state estimates of future manpower needs in occupations and associated industries requiring agribusiness competencies. The projections will be based primarily on 1970 employment data from the Bureau of Census. Federal, state, and local personnel in vocational education will also begin estimating the education and training that will be needed. A determination will be made of the skills and requirements needed for the different agribusiness occupations. The efforts to develop projections on employment and training in agribusiness are related to broader activities being conducted by the Department's Bureau of Labor Statistics and Manpower Administration in cooperation with the employment security agencies in the states. In 1969, the Department of Labor published a four volume set, *Tomorrow's Manpower Needs,* which presented detailed national manpower information. Several agribusiness occupations were covered in these projections. The Occupational Employment Statistics program will provide the most detailed information ever available on occupational employment by industry at the national, state, and substate levels. Employment data are being obtained through the mailing of questionnaires to a sample of all types of manufacturing and nonmanufacturing establishments. Data will be collected from many nonfarm business occupations. To further improve detailed occupational forecasting at the state and substate levels, a three-year cooperative program (Integrated National-State Industry Occupational Employment Matrix Program) was begun in 1972. The program will provide the state employment agencies with a computer listing of detailed and unpublished tabulations of occupational employment by industry. Of particular importance for those interested in projections of job opportunities in agribusiness is the fact that the computer system will permit rapid estimation, updating, and projections on agribusiness occupations and industries. The 1972-73 edition of the *Occupational Outlook Handbook* is one of the most widely used publications in the vocational guidance field. Also useful to vocational educators is the *Occupational Outlook Quarterly* which describes occupational and manpower developments between editions of the handbook. With the development of the new programs I have discussed, it should be possible in the near future to have detailed information on current and future job opportunities in agribusiness as well as in most other occupations. (Maurice L. Hill, Manpower Administration, U.S. Employment Service).

How the Data Can Be Used. An explanation of objectives and suggested action steps in state and local surveys for curriculum decision making and meeting needs of target groups is in the AVA publication *Transitions in Agricultural Education Focusing on Agribusiness and Natural Resources Occupations.* Teachers will use the forthcoming list of industries by occupation in which workers use knowledge and skills taught in schools and colleges in counseling students in career education processes, in improving courses they teach, in job placement and advancement, and in contributing to comprehensive community education and rural development. School administrators and teachers will find significant value in much closer coordination with the Rural Manpower Service of the Department of Labor and with state and university personnel associated with the Department of Agriculture, and will learn to interpret and use agribusiness reports of the Bureau of the Census and State Departments of Commerce. It is anticipated that some states and many school districts will design and systematically complete job analysis studies of industries and occupations that will need large numbers of well educated workers in the years ahead. *The Handbook for Analyzing Jobs,* U.S. Department of Labor, 1972, provides theory, interview schedules, and detailed instructions. (Glenn Z. Stevens, The Pennsylvania State University)

BUSINESS MEETINGS

Officers

President, Agricultural Education Division and Vice President, American Vocational Association: C.M. Lawrence, Florida Department of Education.
Secretary-Treasurer: James P. Clouse, Purdue University
Program Chairman: G. Donovan Coil, Illinois Division of Vocational and Technical Education

Committee Reports

Membership. The Agricultural Education Division has exceeded the previous year's membership in both the AVA and NVATA. The total membership at the time of this report is 9,180. The Agricultural Education Division is highest among all other divisions in AVA in reaching its potential membership. The committee recommends these steps for membership promotion: (1) promotional materials should be supplied to teacher education institutions; (2) communication with present and prospective teachers concerning the purposes, objectives, and benefits of AVA should be improved; (3) more states should adopt the "package plan" of collecting AVA and NVATA dues; and, (4) each state should establish and achieve its membership potential before the annual AVA Convention. (Gilbert S. Guiler, chairman)

Professional Personnel Recruitment Committee. For every 100 teachers of vocational agriculture in secondary schools during 1971-72, there were 8.2 replacements needed at the beginning of the 1972-73 school year; however, only 6.8 individuals actually accepted positions. This forced discontinuance of a few departments, while in other instances many teachers not fully qualified were pressed into service. When the slight increase in new teaching positions is added, we have a net shortage of nearly two individuals for every 100 teachers employed in 1971-72. A similar situation seems to exist in junior and community colleges and postsecondary institutions regarding teachers of vocational agriculture. The committee recommends the following for the year ahead: (1) a study of randomly selected teachers in their first two years of teaching in an attempt to identify factors associated with their career decisions to become teachers of vocational agriculture; (2) an early survey of the potential teacher supply in order to provide information to the states by April 15, (3) continuation of the annual supply and demand study, (4) development and implementation of the plan to encourage state NVATA associations to maintain active committees for recruitment, (5) continuation of the career booth at the National FFA

Convention, and (6) collection of brochures and recruitment materials now in use in the several states for distribution to supervising staff, state recruitment committees, and agricultural teacher education departments. (Robert R. Price, chairman)

Curriculum Materials. The 1971-72 edition of "A Description and Source Listing of Curriculum Materials in Agricultural Education" was distributed. Orders were taken from the various states and a total of 3,154 copies were sold. Prior to the December 1972 meeting, the committee members gathered materials for inclusion in the 1972-73 edition of "Source Listing." Plans for the coming year include continued cooperation with the ERIC Clearinghouse and obtaining materials for *Abstracts of Curriculum Materials,* the collection of curriculum materials for the 1973-74 edition of "Source Listing," and continuing to encourage the adoption of the AGDEX filing system. (Harlan E. Ridenour, chairman)

Safety. The passage of the Federal Occupational Safety Health Act of 1970 required employers to provide a place of employment free from recognized hazards. The AVA-NSC Joint Safety Committee is working on a core safety module designed to give students a general background of safety procedures. General objectives are centered on identification of unsafe conditions and practices that lead to accidents and development of safe working conditions and safe practices in housekeeping, fire prevention, materials-handling, and use of hand and power equipment. (G. Donovan Coil, AVA safety representative)

Veterans' Agricultural Training. Twelve states indicated that a farm co-op training program was in existence in their states. Twenty-six states indicated that such a program had not been established as of this time. There were approximately 8,000 veterans enrolled in this program in the 12 states. Seven states reported that newly enacted legislation providing additional benefits for veterans would enable them to begin a program of farm training. (Doyle E. Beyl, chairman)

National Advisory Committee. The National Advisory Committee to the Agricultural Education Division of AVA met on December 5, 1972. This was a joint luncheon meeting with the Agricultural Education Division Policy Committee. Members of the National Advisory Committee are: Charles D. Bennett, Foundation for American Agriculture, Chairman; Jere A. Brittain, Uniroyal Chemical, Vice Chairman; Standwood Cath, National Association of State Directors of Agriculture; L. Wes Davis, Allis Chalmers Company; Douglas Hewitt, Farm and Industrial Equipment Institute; D. N. McDowell, National FFA Foundation Sponsoring Committee; Vernon E. Schneider, American Institute of Cooperation; Fred Stines, *Successful Farming Magazine;* and John W. Streetman, Allied Mills. (C. M. Lawrence)

National Program Development Task Force. The AVA Agricultural Education Division National Program Development Task Force was organized as a result of a resolution passed at the annual meeting in 1970. In 1971 the task force adopted a statement describing its position with regard to several important issues having a bearing on future program plans in agricultural education. At the meeting of the task force in August 1972, the issues were re-examined and accomplishments noted. The task force:

–Strongly recommended that the Agricultural Education Division and each member organization (AATEA, NASAE, and NVATA) adopt as a major program goal the development of the concept of career education.

–Reaffirmed its position that the name of agribusiness education be adopted to replace vocational agriculture.

–Strongly recommended that the Agricultural Education Division organize a committee to promote the development of a national system for assessing employment needs on a continuous basis.

—Recognized efforts to redesign the FFA to meet the needs of persons in the broad area of agribusiness education and encouraged further efforts to extend leadership benefits of the FFA to all we serve.

—Strongly supported the basic idea of recent federal legislation which calls for the realignment of the vocational and technical education leadership position in the U.S. Office of Education.

—Recommended that the name of the task force be changed to "AVA Agricultural Education Program Development Committee." (C. M. Lawrence, chairman)

Publications. The primary responsibility of the Committee for 1973 is to aid in revising the AVA publication, "Vocational-Technical Terminology." It was suggested that the Research Committee compile a national report of "Summaries of Studies in Agricultural Education." It was announced that the proceedings of the 1971 National Seminar were published by AVA under the title, "Transitions in Agricultural Education Focusing on Agribusiness and Natural Resources Occupations." (Earl H. Knebel, chairman)

Research. Reports were presented concerning regional research conferences in the Central and Southern regions. "Summaries of Studies" were distributed by the Central, Southern, and North Atlantic regions. It was suggested that the name of the publication be changed to "Summaries of Research and Development Activities." (C. M. Curtis, chairman)

Public Information. During 1972, the emphasis of the committee shifted to the preparation of publications designed to develop in decision makers the minimum understanding of vocational education in agriculture needed for intelligent involvement in decisions about agricultural education and vocational agriculture. A draft of one publication has been prepared by the committee. Publication is expected in 1973. (A. H. Krebs, chairman)

AVA Vice President Elected. Glen D. McDowell, vocational agriculture teacher, Pikeville, Kentucky, was elected president of the Agricultural Education Division, AVA, and vice president of AVA for a three-year term beginning July 1, 1973.

Nominees for AVA President. C. M. Lawrence, Florida State Department of Education, who is the retiring AVA vice president for Agricultural Education, and William G. Smith, Rutgers University, were nominated for the office of AVA president for a one-year term beginning July 1, 1973.

Program Committee, 1973. Curtis Corbin, Georgia State Department of Education, was appointed chairman of the Agricultural Education Division Program Committee for 1973. Other members are Ira Dickerson, University of Georgia; W. S. Harmon, Carrollton, Georgia; and members of the division's Policy Committee.

Resolutions. The following resolutions were adopted by the membership of the Agricultural Education Division:

—That the American Vocational Association be strongly urged to structure itself and pursue whatever course which may be necessary to secure visibility for each vocational program service area in the organizational structure and staffing of the Bureau of Occupational and Adult Education and that occupational program specialists who are qualified through education and experience in a vocational program service area be placed in positions of leadership within the bureau.

—That the Agricultural Education Division recommend the reappointment of Don McDowell to the President's National Advisory Council for Vocational Education.

–That the Agricultural Education Division direct its Executive Committee and membership to correspond with and encourage the legislative branch of the federal government to maintain and support the growth and responsibilities of the U.S. Department of Agriculture and that the cabinet position of Secretary of Agriculture be retained and strengthened.

–That the Agricultural Education Division recommend that a category of "basic career preparation" be used for reporting students enrolled in agriculture in grades 9 and 10 unless these students are enrolled in a specialized program.

–That the Agricultural Education Division urge state education departments to set standards and offer credit toward graduation for satisfactory performance by secondary and postsecondary students in supervised work experience programs.

–That funding for career education at the national, state, and local levels be from sources other than that currently designated or that may be appropriated for vocational education in the future.

–That teachers of vocational agriculture have an extended contract beyond the regular school term allowing sufficient time to provide a complete program in vocational agribusiness for the local school.

–That the National Program Development Task Force be continued and the name changed to the "Agricultural Education Division of the American Vocational Association National Program Development Commission."

AFFILIATED ORGANIZATIONS

National Vocational Agricultural Teachers' Association

Report of the President. I will review some of the highlights of NVATA this past year. Two newsletters to all members became a reality. These have done much to acquaint members about NVATA's work, goals, purposes, and accomplishments. An intensive training seminar for vice presidents was instituted. The positive results from this undertaking were beyond expectations. An assistant to our executive secretary was hired. The NVATA has been quite involved in helping shape needed changes and improvements in the FFA structure. The Higher Education Bill was passed and signed into law by the President in June. It is almost certain that this law would not have passed without the efforts of NVATA members and leaders throughout the nation. NVATA was requested to serve on a National Task Force for Agribusiness, Natural Resources, and Environmental Protection. The task force was challenged to assist the associate commissioner of the Bureau of Adult, Vocational, and Technical Education in determining the role of the bureau in the total agricultural education program. The annual convention is also a time when the stage is set for the actions to take and the directions to pursue in the time ahead. As you represent approximately 10,000 members, your inputs are very much needed to insure that this direction and these activities reflect the needs and desires of the membership. (Howard Teal, president)

Report of the Executive Secretary. A number of achievements can be listed for the past year that will indicate that NVATA is a live and viable organization that continues to make many valuable contributions to education and especially to vocational education in agriculture. Some activities and achievements are: (1) held a two-day, intensive leadership training seminar for officers; (2) sent two newsletters to over 10,000 members and non-members; (3) ended the fiscal year with an increase of 338 active and 108 student members; (4) since the 1971 convention saw an increase in the number of life memberships from 6 to 63; (5)

on July 1, 1972 hired a full-time assistant to the executive secretary; (6) secured additional representation on the National FFA Judging Contest Committee; (7) Executive Committee members, at the request of the associate commissioner for Adult, Vocational, and Technical Education, U.S. Office of Education served on a task force committee to chart the future for vocational agricultural education; and, (8) played a very important role in securing passage of the Higher Education Act, an act establishing a Bureau of Occupational and Adult Education in the U.S. Office of Education to be headed by a deputy commissioner. Following are a number of ways services to the membership can be expanded: (1) provide more guidance and assistance to state associations in organizing legislative activities, state support committees, and past president committees; (2) increase contacts with people in business, industry, organizations, and government; (3) assist associations in securing membership from people in postsecondary institutions; (4) have representation at additional meetings and conferences of interest and value to agricultural education; (5) provide a degree of relief to the president and vice presidents from certain responsibilities that are requiring too much of the time of a teacher of vocational agriculture; (6) assist state associations in developing closer working relationships with state advisory councils for vocational education; (7) offer additional encouragement and assistance to teacher educators in securing student membership; and, (8) give increased publicity to vocational agriculture and FFA. (James Wall, executive secretary)

Officers, 1973. President, Francis N. Murphy, South Dakota; Past President, Howard E. Teal, New York; Vice Presidents: Region I, Luther Lalum, Montana; Region II, Bill Harrison, Oklahoma; Region III, John Murray, Minnesota; Region IV, Odell Miller, Ohio; Region V, H. I. Jones, Georgia; Region VI, James S. Shadle, Pennsylvania; Assistant to the Executive Secretary, Sam Stenzel; Executive Secretary, James Wall.

Resolutions. The following resolutions were adopted by the membership of NVATA:

–That AVA be complimented for its efforts to develop model legislation which can be utilized by states in seeking legislation to prevent further eroding of programs and to guarantee adequate staffing for vocational education in agriculture.

That NVATA recommend to the National Board of Trustees of FFA that a committee composed of teachers, teacher educators, supervisors, national FFA officers, representatives from agribusiness, and farm organizations be appointed to study Public Law 740 and consider amendments which may be needed.

–That representation on all seminars, committees, and workshops having to do with changes in FFA consist of proportionate members of the three organizations of the Agricultural Education Division of AVA.

–That NVATA recommend to the Department of Labor that it provide funding and assistance to materials development institutions and/or centers for vocational education in agriculture and to the Agricultural Extension Service.

American Association of Teacher Educators in Agriculture

AATEA Lecture – The Possible Dream. One of our recent heroes will be long remembered for proclaiming, "I had a dream." Who dreams for the future of vocational education in agriculture? Is anyone dreaming about the kind and quality of education being provided or are we blindly following what is fashionable or what will attract enrollment at this point in time? Possibly we need to pause and not become so concerned with the "urgent" that we miss the "important." Where are our modern day philosophers in vocational agriculture and vocational education? Certainly the past decade will go down in history as one of radical change in both the social and technological scenes. One result of the changes is the emergence of a value system quite different from the traditional. It is unfair to place all the blame for social unrest on the school system and not admit that there are many positive responses in our secondary schools to meet the challenges of the 70's. There are free schools, private schools, alternative schools, continuation schools, compensatory education, skill centers, regional occupational centers, and a host of others attempting to respond to student needs. The only long term hope for education then is an overhaul of the system, and in this overhaul the focus of education must be changed from the teacher to the student. The long term goal must be that the student is trained and educated to take responsibility for his own education. Only then will he be excited about learning, and only then will education be truly meaningful.

There is hope for the future in education, although one wonders at times where it is. Our jobs as teacher educators working with others should be to create an environment in which vocational agriculture can mature, and in that process we must push for continuous innovation, renewal, and rebirth. Starts have been made in this direction in the past decade, but much more dreaming is necessary. I suggest the following as we move to renewal and rebirth:

1. Education in agriculture has no alternative but to change. For years the leadership in education and vocational agriculture has been concentrating on the rearview mirror for direction and planning without keeping at least one eye on the road ahead. Possibly the best preparation we can give a young person in agriculture today is to teach him how to work the system so as to create his own job. The skills taught in agriculture possibly prepare young people for many kinds of employment we haven't even dreamed about yet. We must look realistically at the future.

2. We must recruit and educate prospective teachers for broader vision, for there has been a very definite stereotype entering the teaching of agriculture. Most are very traditional, task centered, establishment-oriented males. I'm unconvinced that students entering agriculture are seldom the innovative and creative students in our institution. I suspect that the image created by the teacher of agriculture may cause the creative individual to seek a career in a different field. Over the years teachers have developed an almost closed fraternity. In itself, this fraternal spirit could lead to stagnation, for a professional organization can easily slip into the role of devoting all its energies to maintaining the status quo, sacrificing foresight to hindsight. Somehow we must have a mechanism and a desire to attract the most creative individuals to agriculture.

3. In the process of change we must take a more critical and analytical look at our objectives and programs. No longer should the program be simply agriculture. In looking at objectives and programs of vocational agriculture, we should give specific attention to the teaching of two related but different kinds of skills needed for success on the job. One is the collection of skills which qualify the individual to enter employment—"employability skills." The second major category, termed "employment skills," includes human relations skills and traits which appear of vital importance in every study of qualities employers seek in their workers.

4. As one talks with agricultural educators about career education, the responses are very discouraging. While it is recognized that many details are yet

unresolved in career education, the basic philosophy of this movement had its origin in the philosophy of our early great educators in this field. Vocational agriculture should be in the forefront in developing models of how career education can succeed.

5. Another very discouraging development is that serious inroads are being made upon the relationship of state personnel to local programs. The across-the-board vocational education model which has proved less successful on the national scene is being adopted state by state. The apparent irreversibility of this trend offers a new challenge for teacher education, for in many states the teacher educator will now be the only contact at the classroom level. Are we prepared to give the local leadership formerly provided by the supervisor?

Few can disagree that the past decade has been very favorable for vocational education. Our accountability for our accomplishments during this period will be measured by how we can answer the following kinds of questions: Have we provided the environment and the encouragement for innovation, renewal, and rebirth in vocational agriculture? Have we taught at least part of our students to be dreamers and actors and not merely reactors? And possibly as important, are we dedicated to a future orientation? Are we spending as much time dreaming of the future as we are defensively protecting and preserving what in some instances is not worthy of being saved? I hope that in the year ahead you will at least once preface your remarks to your classes with the statement, "I had a dream." (O. E. Thompson, University of California, Davis)

Distinguished Service Award. Cayce Scarborough, professor and chairman, Department of Agricultural Education, North Carolina State University at Raleigh, was awarded the association's Annual Distinguished Service Award.

Committee on National Goals and Professional Competencies Needed by Teachers of Agriculture. The work of the committee in identifying competencies needed by teachers was reviewed. Reports were presented concerning experiences with competency-based teacher education programs at the University of Nebraska, the University of Vermont and the Center for Vocational and Technical Education, The Ohio State University. (George W. Wiegers, Jr., chairman)

Committee on Innovation in Teacher Education in Agriculture. The committee asked teacher educators to tell about activities or programs that could be described as innovative. The more than 20 innovative practices that were reported included: (1) competency-based instructional objectives; (2) micro-teaching and use of video-taping in methods courses; (3) a special project to prepare graduates of community colleges as specialist teachers for off-farm agricultural programs; (4) summer apprenticeship program with teachers of agriculture for prospective teachers; (5) beginning teachers prepare 30-minute tapes monthly and send them to the agriculture education staff for review and reply; (6) in-service workshops emphasizing the use of community resources, advisory committees, and individualized instruction; (7) booklet containing descriptive information about careers in agriculture; (8) management specialists conducting instructional programs for teachers of agriculture to improve skills and management; (9) educational physiologist conducting a teaching improvement program for the college of agriculture; (10) in-service program for teachers of agriculture, including cooperative planning with industry and faculty from the college of agriculture; (11) a graduate program in research methods, research design, and data analysis for graduate students in all areas of vocational-technical education and extension education; (12) production of a series of career awareness tapes for use by teachers of agriculture with eighth and ninth grade students; (13) undergraduate student teaching, which includes teaching competencies to be achieved prior to student teaching, self-instructional packages for the operation of audio-visual equipment, and use of portable video-tape equipment; and, (14) student teachers get experiences with teaching disadvantaged students in the junior high school. (O. Donald Meaders, chairman)

Officers, 1973. President, Harold Anderson, Colorado State University; President-elect, Gerald R. Fuller, University of Vermont; Secretary, Donald Priebe, North Dakota State University; Treasurer, Donald McCreight, University of Rhode Island; Regional Vice Presidents: Central, James T. Horner, University of Nebraska; Southern, George W. Wiegers, Jr., University of Tennessee; Pacific, Max Amberson, Montana State University; Atlantic, Ronald Seibel, University of Maryland; Historian, E. E. Clanin, Purdue University; AATEA Journal Editor, John Crunkilton, Virginia Polytechnic Institute and State University.

National Association of Supervisors of Agricultural Education

Developments in the States. Discussion during a general session on state problems and developments identified the following concerns: (1) reduction in the number of state staff members, (2) some local programs not being adequately supervised, (3) mini FFA chapters working satisfactorily in some areas, (4) staff members given additional assignments other than agricultural education, (5) class enrollments increasing faster than FFA membership, and (6) adult programs not as strong as they were a few years ago. (Julian M. Carter, secretary, NASAE)

Report of the President. Vocational agriculture in this country is strong and viable in local schools. The most encouraging thing today is the quality and ability of the young people enrolling in the program. Enrollments are increasing at the secondary and postsecondary levels. FFA membership is increasing but at a much lower rate. There are serious problems at the federal and state levels in support of vocational education in agriculture. In the various states there are still many problems in providing subject matter assistance and identity. It will become increasingly more difficult to maintain the FFA as a strong state and national organization. The National Association of Supervisors of Agricultural Education is the youngest of the three professional groups comprising the Agricultural Education Division of AVA. State supervision is under great pressure at the present time. This pressure is exemplified by the low attendance at this meeting due to the inability of many supervisors to obtain approval for out-of-state travel. We may need to consider the possibility of scheduling our regular meeting at the National FFA Convention. I believe our relationship with NVATA is strong and that continued cooperation with AATEA is important. We must bolster and support our teachers at all times. I have some real concerns for what the future holds for agricultural education. The progress in curriculum development and improvement of instruction at the local level is most encouraging. (Donald Wilson, President)

Officers, 1973. President, Carl Humphrey, Missouri; Secretrary-Treasurer, Julian M. Carter, Vermont; Regional Vice Presidents: Atlantic, Lee Traver, New York; Central, G. Donovan Coil, Illinois; Southern, Frank Stover, South Carolina; Pacific, Darrell Anderson, Colorado.

Joint Session – AATEA and NASAE

Transitions in Agricultural Education. New and challenging transitions in agricultural education have recently been identified by leaders of the profession. Help in relaying this message to vocational education program planners and developers is needed. These transitions began more than ten years ago, but agreement was not reached by supervisors, teacher educators, teachers, and agribusinessmen until a national seminar was held in Denver in May 1971. The recommended transitions are focused on the preparation of people of all ages for successful employment in the industry of agriculture. The guidelines are classified under major goals intended to make clear the areas where transitions are needed most. The major goals are: (1) broaden the scope of the program—agribusiness includes both on-farm and off-farm agricultural occupations and renewable natural resources which, in turn, reflect applicable environmental occupations; (2) identify, obtain, and use effectively manpower data and training needs in agribusiness at the national, state, and local levels; (3) meet the needs of people in all target groups, including the disadvantaged, the handicapped, ethnic groups, girls and women, and urban youth and adults; (4) provide high quality supervised occupational experiences through planned programs for all students; (5) develop and use student performance objectives; (6) make appropriate adjustments in the FFA and identify the type of other organizations needed to serve all students enrolled in agriculture, off-farm agribusiness, and natural resources; (7) enhance and develop preservice and in-service instruction in a wide range of technical and professional competencies needed by teachers; (8) provide adult and continuing education programs for people who have left or graduated and who are employed or desire employment in farming, off-farm agribusiness, or in natural resources occupations; and, (9) provide information about education for careers in agribusiness and natural resources for the general public and for professional personnel. (H. N. Hunsicker, U.S. Office of Education)

Report from the National FFA Foundation and the National Advisory Council for Vocational Education. In 1969 contributions to the National FFA Foundation were $250,486; in 1970, $276,304; and in 1971, $335,225 from 636 sponsors, 202 of which were new sponsors. As of November 30, contributions in 1972 are $419,575 representing 735 sponsors, of which 173 are new sponsors. The Sponsoring Committee's goal for 1973 is $500,000 involving 800 sponsors.

The National Advisory Council on Vocational Education has high respect and appreciation for vocational agriculture and agribusiness and indicates strong support for vocational agriculture and FFA. The seventh report of the council will be on student organizations. Legislation and finance are other major concerns of the council. All teachers, supervisors, and teacher educators are urged to work with their state advisory council for vocational education. (Donald N. McDowell, executive director, Sponsoring Committee, National FFA Foundation, and member, National Advisory Council on Vocational Education)

BUSINESS AND OFFICE EDUCATION DIVISION

Proceedings Recorder:
James E. LaBarre
Instructor, Office Administration and Business Education
University of Wisconsin, Eau Claire, Wisconsin
and
Evelyn Robinson
Coordinator, Cooperative Office Education
Westlake High School, Westlake, Ohio

POLICY AND PLANNING COMMITTEE
December 1 and 2, 1972

Condensed Version of the Minutes of These Two Meetings

The members are: Evelyn Robinson, Chairman (CEBOE); James Bowling (CEBOE); Rosamond Demman, Chairman-Elect (NASBE); Mary Madden (NASBE); James Zancanella, Secretary (NATEBOE); Harry Jasinski (NATEBOE); Charles Newman (NASSBOE); Robert Gordon (NASSBOE); John L. Rowe, Vice President of AVA–Business and Office Education; James Wykle, USOE Program Specialist.
Ex-officio members are: Arthur Hertzfeld, Representative to the AVA Resolutions Committee; Harry Huffman, Associate Editor of the *AVA Journal*; Franklin Dye, AVA Program Chairman.

Mrs. Demman will be the new chairman, Dr. Jansinski the new chairman-elect, and Clyde Welter of Georgia State University will be the Atlanta AVA program chairman. The committee decided not to present an award this year. Mrs. Demman was appointed to name and work with a subcommittee to draft guidelines for presentation of awards in this Division. The Division contributes $750 a year toward the expenses of the Policies Commission for Business and Economic Education in whose sponsorship we are joined by Delta Pi Epsilon and the National Business Education Association. The three AVA members whose terms range to three years are Carrol Waggoner, Harry Jasinski, and James Zancanella. Charles Newman is to be an observer in 1973 with voting privileges for three years beginning in 1974. A budget for the fiscal year was approved in the total amount of $1660. The AVA vice president, John Rowe, reported on the program emphasis in vocational education within the next several years. Among the several topics were: (1) concern of career education emphasis in relation to traditional funding for training in vocational skills; (2) revenue sharing, and (3) the increasing attention by governmental bodies to participation by the private sector in vocational education. The Committee decided that priority should be given to the planning for a 1974 National Seminar of Business and Office Education at its 1973 spring session. Discussions concerned: (1) the restructuring of the organization of the American Vocational Association; (2) convention programs; (3) *AVA Journal* editorial plans and policies; (4) clarity of our *Proceedings Digest.* An amendment to the Operating Policies for the Business and Office Education Division of AVA–ARTICLE V, Section C, Numbers 3 and 4 was approved and recommended for adoption. Dr. Zancanella, the secretary of the Committee, will present this recommendation. The chairman, Evelyn Robinson, commended the entire Policy and Planning Committee for their dedication and sincere cooperation and gave a "special" thank you to the secretary, James Zancanella, and the chairman-elect, Rosamond Demman, for their outstanding service this past year.

AVA AFFILIATED ORGANIZATIONS IN THE BUSINESS AND OFFICE EDUCATION DIVISION
OFFICERS–1973

CEBOE–NATIONAL ASSOCIATION OF CLASSROOM EDUCATORS IN BUSINESS AND OFFICE EDUCATION

President, Olive Church, Grand Forks, North Dakota
Vice President, Florence Gorman, Lima, Ohio

Secretary, Charles Fjeld, Oslo, Minnesota
Treasurer, Linda Frank, Fort Worth, Texas
Policy and Planning Committee Representatives:
  Olive Church, Secondary–Grand Forks, North Dakota
  James Bowling, Postsecondary–Akron, Ohio

NASBE–NATIONAL ASSOCIATION OF SUPERVISORS IN BUSINESS EDUCATION

President, Mary Madden, New Orleans, Louisiana
President-elect, Frank Gilmer, Albuquerque, New Mexico
Secretary-Treasurer, Geraldine Hudson, Fairfax, Virginia
Policy and Planning Committee Representatives:
  Rosamond Demman, Salt Lake City, Utah
  Mary Madden, New Orleans, Louisiana

NASSBOE–NATIONAL ASSOCIATION OF STATE SUPERVISORS IN BUSINESS AND OFFICE EDUCATION

President, Charles Bright, Frankfort, Kentucky
Vice President, John Lee, Indianapolis, Indiana
Secretary, Fay Pilkenton, Atlanta, Georgia
Treasurer, Elmer Bittleston, Boise, Idaho
Policy and Planning Committee Representatives:
  Robert Gordon, Santa Fe, New Mexico
  Hobart Conover, Albany, New York

NATEBOE–NATIONAL ASSOCIATION OF TEACHER EDUCATORS IN BUSINESS AND OFFICE EDUCATION

President, Don Koeppen, Missoula, Montana
President-Elect, Charles Reigel, Memphis, Tennessee
Secretary, Elaine Uthe, Athens, Georgia
Treasurer, Clay Sink, Kingston, Rhode Island
Policy and Planning Committee Representatives:
  James Zancanella, Laramie, Wyoming
  Harry Jasinski, Aberdeen, South Dakota

THIRD GENERAL SESSION

Tuesday, December 5–BUSINESS and OFFICE EDUCATION DIVISION
9:00-10:15 A.M.–Pick-Congress, Windsor Room

Greetings were extended by Aleene Cross, President of AVA and James Wykle, the USOE Program Specialist.

Topic: A PLAN FOR CAREER EDUCATION (A Position Paper)
Larry Selland, North Dakota Assistant State Director of Vocational Education

There is an exciting new thrust in education. It is called CAREER EDUCATION. The need for this thrust is well documented in the professional literature and research. The thrust is indeed profound and will challenge educators to refocus their curriculum and instruction on the centrality of life roles in our society. The desired outcome of this thrust is to prepare all persons to live a productive and self-fulfilling life.

Educators have always contended that the purpose of education is to prepare people to lead a productive and rewarding life. But the record will show that education does not reflect the present realities of our society, especially the reality that men and women spend about 40-45 years of their adult life in an activity called *work*. And if "work" is a reality of our society, then should it not be an integral part of our total educational system?

In typical schools throughout the country, young people complain that curriculums are dull and irrelevant and that their education is not opening pathways to fulfilling adulthood. Substantial numbers of students score below their grade level in basic skills. High drop-out rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers, and pupils signal their discontent.

The main purpose of the concept of career education is to prepare *all* students for a successful and rewarding life of work. How? By making education more meaningful and more relevant to the students. By providing the kind of education that is realistic in light of the work force. By giving them a greater and more realistic choice of careers. By increasing training possibilities. And by helping them acquire, transfer, and expand their occupational skills.

Career education is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing options for occupational choice and attainment of job skills and by enhancing learning achievement in all subject matter areas. Career education and vocational education are not synonymous; rather it is a series of growth experiences which begins in the home and continues at the pre-school and elementary, junior high and senior high, postsecondary, and adult levels of education. Emphasis is placed on career awareness, orientation, and exploration of the world of work, decision making relative to additional education, preparation for employment, and understanding the interrelationship between a career and one's life style. It provides purposefully planned and meaningfully taught experiences which contribute to self-development as it relates to various career patterns. Career education calls for a total effort of the home, school, and community to help all individuals become familiar with the values of a work-oriented society, and to integrate these values in students' lives in a way that work becomes useful, meaningful, and satisfying.

A program in career education, like any program, must have well established goals and objectives. Goal statements must be transferred into more specific terms or objectives. These objectives should define the expectations for each level of the school program–K 12. Career education calls for the total involvement of the school, the home, and the business community. Career education is the self-awareness and occupational awareness activity that is integrated into all subjects, vocational included, from pre-school to adulthood. CAREER EDUCATION is for everyone!

Panel Reactors

Dean Clayton, Arkansas

No longer should we deal only with the big three–typewriting, shorthand, and accounting–in our methods classes. Broadening business and office education is an essential under the career education concept as presented in the position paper. We need to broaden both vertically and horizontally. We need vertical broadening to include K through adult with objectives by specific levels defined in more specific terms as found in North Dakota's exemplary program in career education. The horizontal broadening should encompass actual teaching strategies peculiar to the specific levels and occupational areas within business and office education. This may mean a completely new type of certification program for business and office education teachers with a broader range than strictly the secondary school level. In our refocusing efforts, we should never lose sight of the beneficiary of our instruction–the student. Consequently, we need to bring together a career and one's life style as mentioned in the paper. Hence, career education and consumer education cannot be separated; there must be emphasis on both earning a living and learning to live.

Hobart Conover, New York

We cannot equate human ambitions for education and career preparation with limited job openings or with the actual jobs available in the current marketplace. Can the various facets of career education be calendarized by grade or by age ranges? Would it not be more realistic if we were to identify what we expected students to achieve in the way of career awareness, exploration, and skills sometime in life and then set up mechanisms which permit people to get off and on a moving educational belt to achieve these life goals? There is a need for occupational education as part of a pre-service education for all teachers. If teachers are to begin to appreciate what career education is all about, they must be better informed as to the basic sources of career information. I would recommend the formal study of *occupations* as a requirement for all elementary and secondary teachers. Each teacher needs a firm grasp of jobs, job clusters, labor demands, and all related matters. This cannot be achieved by the so-called "rub-off" process. A thorough reassessment of our grades 7-8-9 offerings in business education must be more specifically defined. There is also a great need for more colorful and systemized teaching strategies.

Arlene Walz, North Dakota

We are completing a three-year exemplary program in career education at Bismarck High School. Many teachers are still negative to the idea, because they say they don't have time in their classes for all of this. Those who have been converted to the concept of career education in all classes have made some drastic changes in their methods of teaching. One area that has changed its concept is our Art Department. Art used to be a class that was taken for fun and cultural enrichment. Now it has been tied in with the world of work, and many are trained to use it vocationally. The students are enthusiastic; they have a purpose, a goal; and in our school they are also a part of the world of work. If each class would help the student to understand his role as a part of society and as an individual–"the people-oriented concept," how different our schools would be. One area of greatest need is counselors who will accept vocational education at the high school level and advanced technical training on a par with a four-year college degree. If students have a goal, even though they may change it *many* times, they enjoy school and they want to learn. As Joyce Sherster stated in the November 1972 issue of the *Business Education Forum*, "A true career educational system should be one in which students have an opportunity to continually 'spin off from' and 'spin back into.'" Career education can help to change the thinking and attitude of people toward vocational education!

Business Meeting

Tuesday, December 5

10:15-11:30 A.M.
Chairman: John L. Rowe
Recorder: Doris Slaaten

The business session of the Business and Office Education Division of the AVA was called to order by John Rowe, chairman, at the Pick-Congress Hotel, Chicago, Illinois, on Tuesday, December 5, 1972 at 10:30 A.M.

Reports on the program of work for the past year and future plans were made by several committees. Evelyn Robinson, chairman, Operating Policy and Planning Committee, called upon James Zancanella, secretary, who moved the adoption of the following recommendation of the committee: That ARTICLE V, Section C, Numbers 3 and 4 of the Operating Policies be revised to read as follows: 3. The Divisional vice president and the eight association representatives constitute the voting members of the policy committee; 4. The convention program chairman, the USOE program specialist, the representative to the AVA Resolutions Committee, and the associate editor for the Business and Office Education Division serve in an ex-officio capacity without voting privilege. The motion was seconded by Mrs. Robinson and passed. The other reports continued–CEBOE, Olive Church; NASBE, Leonard Carpenter; NATEBOE, Annell Lacy: NASSBOE, Marguerite Crumley; Resolutions and Program of Work, Victor Van Hook; Advisory Committee, Mildred Blair; Associate Editor (BOE)–*AVA Journal*, Harry Huffman; International Committee, Robert Poland; Membership Committee, Alice Hill; Publications Committee, Charles Long.

There was no further business; it was moved and seconded that the meeting be adjourned at 11:30 A.M.

CEBOE GENERAL SESSION

Sunday, December 3
9:00-11:30 A.M.
Chairwoman: Nadine Marcum
Recorder: Linda Frank

Topic I: INNOVATIVE TYPEWRITING TECHNIQUES

Joyce Sherster, Program Designer, Dade County Public Schools, Miami, Florida

The career education concept to individualize instruction should be carefully planned and organized. A great change in educational viewpoint over the years as related to more current changes and trends today is indicated in manpower needs. This is evident in the cost of a business letter, which in 1972 is estimated to be $3.20. Individualized approach in teaching typewriting proves the need of close coordination between the teacher's and student's roles to meet the needs of differences in individuals. Motivation methods should include performance goals and a revamping of evaluation in the classroom, with the teacher using all the innovations possible. A multi-sensory approach may be used to include transparencies, filmstrips, pacer, tapes, and mechanical teaching aids. The implementation of a typewriting career awareness program at the elementary level in Dade County is proving to be most successful and worthwhile.

A short course in human relations includes: (1) the six most important words: "I admit I made a mistake"; (2) the five most important words: "You did a good job"; (3) the four most important words: "What is your opinion?"; (4) the three most important words: "If you please"; (5) the two most important words: "Thank you"; (6) the one most important word: "We"; (7) the least important word: "I".

Topic II: ADVISORY COUNCILS IN VOCATIONAL BUSINESS EDUCATION
James Nagel, Continuing Education Director, Northwest Technical College, Archbold, Ohio

Some particular guidelines in relation to the duties and functions of occupational advisory committees are: (1) Males and females should be represented; (2) Recognition should be given for willingness to serve; (3) Members should generally live or work in the school district; (4) Effort should be made to include retired individuals and persons under the age of 20; (5) The school administrators or personnel should serve as ex-officio members; (6) Members should be selected on the basis of willingness to attend meetings and assist with the advancement of a vocational program; (7) Members should be consulted with regard to classroom instruction and facilities; (8) Recorded minutes should be distributed to the members for effective communication; (9) The local advisory committee should assume more leadership in encouraging and participating in studies and surveys relating to placement and follow-up of graduates, determining employment needs, stipulating the qualifications of the vocational staff, developing criteria for selection of students, and the dissemination of information to the school community; (10) The advisory committee should be composed of an odd number of members, preferably five to seven, so that committee business can be transacted effectively, and the committee should meet at least three times an academic year.

CEBOE GENERAL SESSION

Sunday, December 3
7:30-9:30 P.M.
Chairman: Dorothy Grovom
Recorder: Florence Gorman

Topic: CAREER CLUSTER CONCEPT–OCCUPATIONAL MODELS IN OFFICE PRACTICE
Panel: Roger Bloomquist, Olive Church, Mark Langemo, John Peterson, and Harris Voegeli, University of North Dakota, Grand Forks

North Dakota occupational models are self-contained instructional packets developed from actual offices in the state.They provide a realistic educational experience for students unable to participate in a cooperative office education program. Models may also be used to broaden and enrich the cooperative work experience.

The career cluster concept is a built-in feature of the model plan. If a student is working toward a career goal as a secretary, he may select stenographic-secretarial models from a variety of fields such as banking, insurance, medicine, education, or agriculture. On the other hand, a student may be uncertain about his specific positional aptitudes and interests under the broad umbrella of office occupations, and desire to explore. Should he have already found a particular type of business appealing, such as the insurance field, he might select an in-depth program by taking all model positions–clerical, bookkeeping, stenographic, and secretarial–within that company.

Phase III of the University of North Dakota Business and Vocational Education Department Exemplary Project has been in progress since midsummer 1972. The Occupational Model Plan was made possible through funding from the North Dakota State Department of Vocational Education for a three-year period, 1970-73.

Orientation procedures with 18 North Dakota high school teacher-coordinators began in October preparatory to field testing 24 occupational models with approximately 475 vocational office education students throughout the state. At the end of the field test, teachers will submit their evaluation and recommendations to the staff. Additionally, students as well as teachers will respond to a questionnaire concerning the occupational model experience.

The cooperation of North Dakota teachers and students in both the pilot test and the subsequent evaluation will thus be instrumental in perfecting these career packets. Innovative classroom implementation techniques which they initiate will also be incorporated in developing a teacher's handbook which will become a part of the total learning kits.

Models are vocationally flexible. They prepare students for work in small, medium, or large offices. They are also instructionally flexible, allowing implementation in small, medium, or large schools. From the variety of model difficulty levels provided, this instructional plan is suitable for high-, average-, or low-ability students. The model design allows the student to work independently and at his own pace.

The North Dakota Occupational Model Plan seeks to duplicate many of the demands, pressures, and problem-solving activities confronting an actual worker. Here the student becomes an employee and learns to apply his previously learned basic skills and knowledge to the job. Now he rotates, not from machine to machine, but from an actual office position to another, utilizing "real" office projects. He may also discover if his perception and expectations of the office environment and the world of work has been realistic, evaluating himself in terms of adjustment to the role of an office employee.

CEBOE GENERAL SESSION

Tuesday, December 5
2:00-4:00 P.M.
Chairwoman: Carol Grinaker, Minnesota
Recorder: Charles Fjeld, Minnesota

Topic I: VOCATIONAL OFFICE SKILLS FOR THE LESS-THAN-AVERAGE STUDENT

Patricia Wells, California

In general, low-ability employees are not classified by their supervisors as leaders but are considered to be usually accepted by fellow employees. Supervisors usually have many positive remarks to say about the personality of the low-ability employee, with cooperation being the most frequently noted characteristic. Office managers interviewed repeatedly made the following six suggestions for the vocational preparation of the less-than-average student: (1) emphasis on three to four years of typewriting; (2) emphasis on basic skills of reading, writing (penmanship), and arithmetic; (3) emphasis on marketable skills in office machines or key punch operation; (4) emphasis on development of inter-personal relationships, personal grooming, and habits; (5) emphasis on the social business knowledges, with realization of the relationship between student, worker, and the business community; and, (6) emphasis on cooperative education to develop additional employability through experience. The point should be stressed that employers are *not* enthusiastic about employment of low-ability persons in their offices. Low-ability students should be accepted into the vocational office program only as such jobs can be assured. Most educators are aware that the low-ability student can learn but that he needs nearly twice as long to grasp the same material than does the average person.

Topic II: THE MENTALLY RETARDED LEARN THROUGH TYPEWRITING

Sister Paulette Gladis, Fontbonne College, St. Louis, Missouri

Many retarded children experience nothing but failure all of their lives—they even grow to expect failure. Success in learning to type literally changed the entire lives of many of these retardates. Let's take a look at some of the measurable results of a study to determine the influence of typewriting on language arts skills and motor development of the educable mentally retarded: (1) The educable mentally handicapped who used typewriters showed greater improvement in reading, spelling, vocabulary, and motor development than did the pupils who did not use typewriters; (2) Intelligence quotient scores appeared to have little relationship to success in typewriting when judged by straight copy typewriting and manipulative processes; (3) Special education teachers succeeded in teaching typewriting to the educable mentally handicapped without special preparation in typewriting methodology; and, (4) Typewriting served to motivate the educable mentally handicapped in learning the language arts. In view of the findings of this study, the following recommendations were made: (1) That typewriting be incorporated as part of the regular special education curriculum; (2) That special programs of typewriting for the educable mentally handicapped, such as summer programs or special classes, be established; and, (3) That provocational typewriting be taught to those educables who show competence. These young people can thus become vocationally self-dependent, find satisfaction in work which frequently bores people with normal IQ's, and make a contribution to society.

Reaction Panel

Jose Solano, Colorado, suggested a "range of competency" rather than four years of typewriting as Dr. Wells suggested. Also, he called for continued encouragement to develop training for the EMR (Educable Mentally Retarded).

Charles Long, Washington, D.C., commented, with a certain amount of satisfaction and agreement, concerning the fact that disadvantaged students are different from educable mentally retarded students. Teachers who expect students to do well will have the pleasant experience of finding that students WILL do well!

Anne Schatz, California, registered complete agreement on the benefits of typewriting in the training of students with learning problems such as EMR or disadvantaged social or socioeconomic positions. The recommendation was made to teach the disadvantaged as the EMR and the slow achiever with individualized materials.

The entire panel agreed that students need to be treated as individual human beings and that they will really try if given half a chance. But someone has to CARE! There are such great possibilities today if teachers will just try new ways and new ideas—exciting innovations will open the doors to a complete new world! Won't you be INNOVATIVE?

NASSBOE AND NASBE LUNCHEON

Saturday, December 2
12:00-1:30 P.M.
Chairwoman: Marguerite Crumley
Recorder: Carol Dierks

Topic: ACCOUNTABILITY IN BUSINESS AND OFFICE EDUCATION

Robert A. Ristau, Center for Studies in Vocational and Technical Education, Madison, Wisconsin.

The word "accountability" is an interesting one. It is not a new word in the educators' vocabulary, but it has taken on a meaning that produces an emotional response from many listeners. It is a word which creates a variety of mental images in the minds of various individuals. It is a term that produces a wide range of perceptions as to what it is, what it can be, and what it is doing. It seems appropriate that we consider what it means to be "accountable."

Accountability is defined in a current educational publication as "answerability for results, expressed in student performance, achieved from the expenditure of specified sums of money." If one is accountable, then evidence is presented of the extent to which mutually agreed upon goals have been achieved, or reasons are given for the failure to achieve such goals. It seems that accountability implies careful evaluation and that there is a risk in the activity to be undertaken; that is, there is no way to absolutely guarantee that agreed upon goals will be achieved.

Accountability is not an easily applied concept. In education it raises many questions with respect to the ways and means by which accountability can be realistically and effectively handled. One needs only raise such questions regarding accountability as "by whom?" "for what?" "in what ways?" to add dimensions of confusion to what on the surface may appear to be a rather simple and desirable idea.

The demand for accountability is here, and the mandate seems to be clear. As educational leaders, as professionals who are in a position to effect change in the behavior of teachers and consequently impact the teaching-learning process, it seems to be especially appropriate for us to attempt to obtain a perspective view of what accountability is, of what is happening today in accountability, and of our roles in accountability activities in the future.

The educational community is responding in various ways. At the classroom level, behavioral and performance objectives appear to be more popular than ever. At the administrative level, new and developing projects are being added to those initiated over the past few years. An example of these projects is the Cooperative Accountability Project (CAP) which is funded through USOE.

Accountability can move us into a position to make a more realistic evaluation and assessment of where we are now, where we are going, and how we might get there. Accountability can cause our critics to obtain a new level of understanding of the educational process and perhaps help to refute those who would seek very simple solutions to very complex problems. Accountability in its ultimate state can produce a renewed school system with new teaching-learning opportunities that will make teaching more exciting, learning more challenging, and produce outcomes of higher quality.

NASSBOE AND NASBE JOINT DINNER MEETING

Sunday, December 3

Chairman: Hobart Conover, Albany, New York
Recorder: Amanda Copeland, Little Rock, Arkansas

Topic: THE OFFICE OF THE FUTURE

Walter Kleinschrod, Editor, Administrative Management, Geyer-McAllister Publications, Inc., New York, New York 10010

Although office procedure, essentially, has not changed in this century, pressure by management for increased efficiency and administrative profit will bring about major changes in the next decade. The cardinal differences between the office of today and that of tomorrow will be in the way human resources are utilized and in how, through systems design, they relate to one another. Electronic marvels will be only secondary and supportive to the status and social realignment. Major changes foreseen are:

1. Human relationships within the office – the stereotyped private, general secretary will be replaced by specialists.
2. The landscaped office will replace the traditional walled-in office.
3. The office will become more self-sufficient, with less work being done by outside firms, specifically graphics of all types.
4. Mail rooms will become sophisticated communications centers with a need for skilled operators and supervisors.
5. Office ecology will become a major problem with new career opportunities developing in this area.
6. There will be major changes in types of equipment used. A need for bookkeeping and accounting machines will be replaced by true mini-computers; tele-communications equipment advances will open new career opportunities; more equipment using keyboard skills will be introduced, etc.
7. Word processing centers will increase at a rapid rate.
8. Revised work week – the shorter work week will probably be preceeded by staggered time, thus alleviating many problems in management and traffic congestions.

The implications of these changes for business and office educators are:

1. All students should become proficient in keyboard skills.
2. Curriculums must change to provide the specialists who will be needed.
3. Landscape designs will be needed for classroom and training laboratories.
4. More emphasis will need to be placed on human relations and relating the office to the recognition of every person's value for the necessary role he is called upon to perform–that is, fitting the right person to the right job.

Every executive desires high quality in the typing done for him–accurate spelling, grammar, and nice appearance. He wants fast turnabout from an original draft and even quicker response on corrections. Above all, he wants confidential things kept confidential. If, in your vocational work, the teacher can relate the office–and especially the office emerging for tomorrow's people–to the recognition of every person's value, and the role every person is called upon to perform, the students should be productive and should be rewarded in business or other organizations. At least they will have been given the opportunity to start making it successfully in life.

NASBE GENERAL SESSION

Tuesday, December 5
2:00-5:00 P.M.
Chairman: Gilbert Harrison
Recorder: Anne G. Mayers

Topic: CAREER EDUCATION VS. BUSINESS EDUCATION–IS THERE A DIFFERENCE?

Paul H. Holmes, Tennessee Department of Education, Nashville

Career education is a much broader term than business education. Career education provides the broad base from which people choose careers in business.

Most people are now viewing career education as the first major reorientation of the public education program in modern times. The concept is not new, but only in the past five years has it been given much thought for implementation.

During the past few years, educators have reasoned together in an attempt to complete the reorientation phase in order to use the career education concept in planning education programs.

The reorientation phase has attempted to answer: What is it? Who needs it? What does it do?

What Is It?

Career education is all the learning experiences through which a student goes in an educational program. Career education is a comprehensive, dynamic, programmatic, and integral educational program. Principal responsibility for its operation is with the public education system in partnership with industry, community, and home. It will utilize the common and unique contributions of all educators and the resources of home, school, and community.

Who Needs It?

Career education is needed by and intended for all people. It is a people-oriented concept which is responsive to public demand for both relevance and accountability. It is a lifelong process which extends from early childhood through adulthood.

What Does It Do?

Career education helps individuals develop:

1. Favorable attitudes toward the personal, psychological, social and economic significance of work;
2. Appreciation for the worth of all types and levels of work;
3. Skill in decision making for choosing career options and changing career directions;
4. Knowledge, skill, and attitudes necessary for entry and success in a career.

Career education should place all participants on an educational or occupational step and assure that all school-leavers are prepared for work.

NASSBOE GENERAL SESSION

Sunday, December 3
9:00-11:30 A.M.
Chairman: Dennis Loftis, Delaware
Recorder: Katharine Brown, North Carolina

Topic: BUSINESS AND OFFICE OCCUPATIONS IN A CAREER EDUCATION CONCEPT

Consultant I: James Wykle, U.S.O.E., Washington, D. C.
Consultant II: Marla Peterson, Eastern Illinois University, Charleston, Illinois

The USOE program specialist, James Wykle, discussed the planned spring workshop and the great potential it would offer for all educators who attended. He asked for recommendations and suggestions from all educators to make this a more worthwhile workshop.

The second consultant, Marla Peterson, discussed the history of elementary school career education at Eastern Illinois University. In August 1970, the Professional and Curriculum Development Unit of the Illinois Division of Vocational and Technical Education funded a career education materials development project which was located on our campus. This project has subsequently come to be known as the OCCUPAC Project. The OCCUPAC Project takes its name from the OCCUPACS–the multi-media packages of career education materials that were developed by the project staff. The OCCUPAC Project staff consisted of a full-time director who had an elementary school guidance and counseling background, one half-time graduate assistant in audio-visual education, one half-time graduate assistant in elementary school education, and most important of all–three elementary teachers and two junior high school teachers from Buzzard Laboratory School. These five classroom teachers served as consultants to the project. It should be noted that these Buzzard Laboratory School teachers had taught in a variety of public school settings and they had been hired for their ability to teach children, teach future teachers of children, and translate theory into practice. We were still being guided by the OCCUPAC Project as we prepared curriculum guides and prototype instructional materials for the Enrichment of Teacher and Counselor Competencies in Career Education Project which has been shortened to ETC.–the new curriculum effort. An examination of the K-3 Electrician OCCUPAC (OCCUPACS, by the way, are built around specific occupations and really have a legitimate place in the elementary school classroom) will give a better understanding of what is contained in an OCCUPAC. The first activity in the Electrician OCCUPAC is a slide-tape presentation on the work of an electrician. The child inserts a cassette tape into a recorder and places a stack of slides in a hand viewer. The tape tells the child when to insert slides. The taped commentary which accompanies the slides follows the OCCUPAC Model: What does the worker wear? Where does he work? What tools or equipment does he use? What do you suppose made him choose this work? Does he like to climb in high places? Do you like to climb in high places? Whom does he work with? How does his work help other people? Can women be electricians? In addition to the slide-tape presentation, three more activities accompany the OCCUPAC. Each of these three activities involves a wiring activity. The cassette tape supplies the directions. For example, the tape says, "There's a tool belt in the OCCUPAC. Take this tool belt out of the OCCUPAC and fasten the belt around your waist." The child then proceeds to put on the tool belt and takes the necessary wires, bulbs, batteries, etc. out of the OCCUPAC. As the child puts on the electrician's tool belt and as he performs some of the work of an electrician, he begins to test some of his feelings about this kind of work. The tape, of course, points out that this is not the only work the electrician performs, but it is the work which is performed most often by an electrician. In summary, our approach is to have the elementary school child work with the "real thing." Learning theory, career development theory, child growth and development theory, and curriculum development theory all have to be brought together in order to form a curriculum that is best for students and that can be used by teachers and counselors. We are relying heavily upon the work of Jean Piaget for our learning theory and our child growth and development theory, on the work of Hilda Taba for our curriculum development theory, and on the work of Donald Super for our career development theory. One of the main ideas that children should learn through career education programs is that workers do interact with each other. Other important insights to be obtained are that career development takes place over a number of years, that occupation choice is not a "point in time event," and that an individual chooses occupations which will allow him to function in a role consistent with his self-concept. We welcome constructive criticism!

NATEBOE GENERAL SESSION

Sunday, December 3
9:00-11:30 A.M.
Chairman: Donald Koeppen

Topic I: CAREER EDUCATION AND VOCATIONAL PREPARATION IN THE CLERICAL CURRICULUM

Michael Moskovis, Western Michigan University, Kalamazoo

Career education involves a K-Life continuum of educational experiences, one portion of which is the vocational preparation for a career in the clerical office occupations area. The clerical office occupations teacher is responsible for seeing that this program is relevant and realistic in terms of occupational preparation. This is especially true in terms of skill development, attitudinal behaviors, and understanding of the world of work.

The clerical teacher must be involved in the development of innovative career education materials. This material is necessary for informing potential office workers of the career opportunities available in the clerical area.

In the past, many of the clerical office occupation programs have been overly concerned with a machine-oriented preparation. Whereas, the clerical office occupations teacher should be equally or more concerned with human interactions, cooperation, responsibility, dependability, and work flow. Innovative instructional methods such as simulation often reach a greater range of students. Simulation techniques provide realism and relevancy, especially for the low-ability and the non-motivated students, who quickly recognize "busy work" assignments.

In the future educators in the clerical office occupations must focus on realistic, forward-looking ideas, such as word processing, changing technology, studies of job success factors, and updating of office standards. Moreover, we need innovative instructional methods and materials in order to provide the proper preparation for a career in the clerical office occupational area.

Topic II: CAREER EDUCATION IN THE BASIC BUSINESS CURRICULUM

Phillip Powell, Henderson State College, Arkadelphia, Arkansas

Many major themes of career education as suggested by the school-based model can be integrated into basic business courses.

The first theme is the individual's roles in economic life. Students should examine the three roles that we play in economic life. The second theme which we want to explore is our constantly changing economy. Career education must develop some simple models to help students grasp the major components of our rapidly changing world of work. The third theme, the dimensions of work, can assist us in viewing the many facets of work and their inner relationship. Students need to explore the changing nature of work. They need to be aware of the different stages of production which have influenced the nature of work.

It is not enough to examine the historical evolution of either our economy or the world of work; we must also want to look at the functions that work plays in our lives. The social and psychological aspects of work should also be explored. An example of this theme is the long arm of the job: a job is more than a means of earning a living; it also involves a style of life. Technology influences the work place and our role as a worker. We need to look at the influence of technology on the world of work. Next we should include an examination of manpower skills. There are four manpower skill groups: communication, manual dexterity, calculation, and group organization or group relations. Students should understand the nature of these skills and their importance to the individual and economy.

Another theme is the role of education and training in skill development and the importance of skills. Education and training are the means by which we develop skills. Skills provide a bridge between school and work for young people. We also want to explore the institutional basis for employment in our economy and the forces that are at work in the manpower market. In the basic business curriculum we need to discuss occupational opportunities not only in terms of the current situation for various occupational groups such as white-collar workers, clerical workers, etc., but also what future trends may be for employment in these fields. We must discuss the economic value of education and its benefits to our society in economic growth and to the individual in an improved standard of living.

Another theme is world-view and values for a changing world. In our ever changing world the individual does have an opportunity to develop his own outlook on life – his world-view – and to have the values which he feels are appropriate for that world-view. He can mold the world and shape it to get the kinds of satisfaction from life that he is seeking. The last theme is career planning and decision making. All the previous themes are grist for the career planning and decision making mill. Career planning and decision making are the logical outcome of career education activities.

I have discussed numerous career education themes which can be integrated into the basic business curriculum.

Each of these themes will provide the student with a broader understanding of the careers available in the areas covered in the basic business subjects.

Topic III: CAREER EDUCATION AND VOCATIONAL PREPARATION IN THE STENOGRAPHIC CURRICULUM

Mildred Hillestad, Ohio State University, Columbus

At a recent teacher education conference on career education it appeared that (1) some people are very interested in the concept, but are unsure of the implications of career implementation; (2) career education and vocational education are not synonymous; (3) career education may be too comprehensive a concept; and (4) no precise definition has been established for career education.

Assuming the problems in implementing career education can be overcome, we might make some suggestions for ways in which teachers in the business field, and particularly stenographic and secretarial fields can provide career education.

According to the Ohio Model, K-6 is a career motivation period. At this level the student is to be introduced to the world of work. Some specific ways would be: (1) bring a shorthand student or the business teacher into the school room to demonstrate shorthand to the students; (2) have the students dictate something to the shorthand writer and then have it read back from the shorthand notes; (3) write the children's names in shorthand on cards; (4) have the children "peck" out their names on an electric typewriter; (5) have the older children visit an office and see the operation of the various business machines; and, (6) have an executive secretary talk to the students.

In grades 7-8, the career orientation period, students should be introduced to the various stenographic opportunities. In grades 9-10, the career exploration level, students should be provided with job descriptions from the *Dictionary of Occupational Titles*. The students should learn some of the technical background that is needed. An example is the need for more than an ordinary English background as seen in the development of a technical typewriting skill. Orientation films would also be helpful in these classes.

Another important dimension of career education at this level is the human relations problem.

At grades 11-12 and on through grades 13-14 and into adult education, vocational preparation is a key element. Task analysis might be a base on which to develop what must be taught. The NOBELS final report deals with performance task analysis and might be helpful to the business teacher.

Instructional methods and procedures must be updated to meet the needs of the changing technological business world. The term processing development makes it appear as though some changes should be made in typewriting instruction.

Another area of emphasis is English. In English, we need more realism for our students. Business English ought to be substituted for one of the regular English courses. More emphasis should be placed on the theory of communications and semantics. More emphasis is needed on the use of the dictionary. Secretaries of today are making more decisions and carrying more responsibility than in the past.

More realism is needed with spelling lists. Instead of emphasizing specialized words, the students should learn well the 3000 most frequently used words. Vocabulary emphasis should come in various courses. Students have shown that building their vocabulary seems to help students in their shorthand.

Different kinds of simulation in classes are needed. These may range from role playing, in-basket projects, practice sets, model office, and simulated office to actual work experience.

You can readily see that much can and must be done to improve the vocational preparation of students enrolled in the stenographic and secretarial program.

Topic IV: CAREER EDUCATION AND VOCATIONAL PREPARATION IN THE ACCOUNTING AND DATA PROCESSING CURRICULUM

Lloyd D. Brooks, Memphis State University, Memphis, Tennessee

Career education is a term that has been discussed very much in the professional literature. Normally, the term has been defined in general terms. For example, U.S. Commissioner of Education Sidney Marland stated that he is 100 percent for career education, but 150 percent against defining it. This philosophy has been an aid in encouraging a broader concept of career education, but has caused difficulty in that many have been unable to "draw a handle" on the concept of career education and have thus simply ignored it. While no specific definition for career education has been adopted, most have defined it as a comprehensive program focused on careers. Career education begins with entry of the child into a formal program (kindergarten) and continues into the adult years (high school and postsecondary). Career education is not just a reshuffling of the daily schedule or a new course that you can add during the seventh period of the day. Career education is a total program that is focused on careers and is designed to either place students on a job after high school or prepare him for further training.

The Ohio State University has been given responsibility for developing the school-based model. At present, the model is developed for the elementary school. No model has been implemented for the junior high school or the high school. For the purpose of definition, the model has been divided into four stages. The best approach seems to be to give a background on the objectives of each stage and give typical examples to show how data processing and accounting fit into each of the four stages.

The first stage in the school-based model for career education is the *Career Awareness Stage* which is implemented in grades 1-6. In these grades, the academic program is expanded to make children aware of the many jobs open to them in the coming years. Role playing, field trips, and guest speakers are some of the tools to be used at this stage. Through a visit to an office, the student can see programmers, key punch operators, accountants, bookkeepers, etc. performing job tasks. He gains an awareness of the dress, general atmosphere, surroundings, and working conditions under which data processing and accounting personnel perform their daily routines.

The second stage is the *Career Exploration Stage*, and it is implemented in grades 7-10. During this time, the student narrows his career choices down to one or two of the 15 career clusters. The student should begin to look realistically at his values, abilities, interests, aptitudes, achievements, and job requirements. The student must be able to assess his own interests and abilities and also be able to assess the requirements for jobs in data processing and accounting to see if the two are compatible. For example, the student may decide that he does not have the ability to become an accountant, but may have the ability to become an excellent bookkeeper. Knowledge of self and the job are both necessary as the student makes tentative choices at the junior high school level. Guidance plays an important role. Mini courses in data processing and accounting, plus fusion of data processing and accounting concepts into courses such as general business, are important tools for orienting the student at this level.

The third stage in the school based career educational model is the *Career Preparation Stage*, and it is implemented in grades 11-12. By this time, the student has made a realistic selection of one occupational area to pursue. The student's curriculum should either prepare him for entry level employment or further preparation in the occupational cluster of his choice. In keeping with this theme, the student will need to take courses common to all areas in the business and office cluster in the ninth and tenth grades. The student will then take specialized courses in data processing, accounting, and related subjects during the eleventh and twelfth grades.

The fourth and last stage is the *Specialization Stage*. During this stage, the student receives additional specialized training in data processing and accounting at an area school, technical school, community college, or 4-year college or university. In addition to providing specialized training for students from secondary schools, postsecondary institutions should provide for retraining of adults who may want to change their area of specialization or upgrade their present skills.

If the school-based career education model is implemented, the student will begin to think about the multitude of careers available as soon as he enters school and will culminate by choosing and preparing for entry level employment by the time he finishes his high school or post high school training.

Students entering the data processing or accounting professions will be in these jobs because they know what job they want and have the necessary training to perform the job.

NATEBOE GENERAL SESSION

Sunday, December 3
7:30-9:30 P.M.
Chairman: Charles Reigel

Topic I: IN-SERVICE TEACHER EDUCATION MODELS
Robert E. Norton, Ohio State University, Columbus, Ohio

An innovative approach to staff development is presently being developed by the Center for Vocational and Technical Education. It is known as the Comprehensive Career Education Model (CCEM).

CCEM is comprised of several components – curriculum, guidance, support systems, evaluation, etc. – that to be effective must be brought together and properly synchronized. Staff development, when well done, can bring it all together as a dynamic whole. Staff development, when undone or poorly done, will result in a half-hearted and disjointed effort to implement components which may appear as fragmented and unrelated parts. The components of CCEM have been articulated, and the members of the Staff Development Unit of CCEM have accepted the challenge to help teachers bring it all together.

The CCEM Staff Development Operational Model may be viewed as having five dynamic and sequential phases, each of which consists of one or more steps.

Phase I, Staff Development Cadre, is designed to provide a cadre which represents a cross section of those who would receive in-service education and some of the highly respected leaders in the school and community. The cadre would provide leadership for a centrally coordinated program with adequate provisions for decentralized decision making.

Phase II, In-service Coordinators, are persons charged with giving leadership to all phases of the in-service program and serving as liaisons to the staff development cadre.

Phase III, General Orientation of Staff to Career Education, provides the staff with a general orientation to the concept of career education and its antecedents. It is designed to help the entire staff perceive career education as a desirable model for public education by providing them the opportunity to share their ideas and concerns.

Phase IV is the Preparation for Specific Roles. Phase IV involves orienting various homogenous staff groups to their specific roles and responsibilities in the career education program. In this phase, the in-service program is tailored to the unique concerns of each of the following staff groupings: administrators, teachers, counselors, and support personnel.

Phase V, Continuing Staff Development Activities, is designed to be flexible in its scheduling, resources, and emphasis. Its directions will come directly from staff requests and assistance.

Staff development programs designed for career education must help people change.

NATEBOE GENERAL SESSION

Tuesday, December 5
2:00-5:00 P.M.
Chairwoman: Annell Lacy

Topic: CAREER EDUCATION: AN ARTICULATED PROCESS, KINDERGARTEN-LIFE

Vincent P. Lamo, Director, Postsecondary Programs, Project Career, Randolph, Massachusetts

By suggesting that career education extends from early childhood through adulthood, the definition of career education which was put forth in Portland (Report of the AVA Task Force on Career Education) suggests a real need for the elimination of the artificial walls which separate the various levels of education. At certain stages in the educational system, articulation has enjoyed a rather successful history. High schools have always been ready to accommodate the requirements of four-year institutions, and that recent educational phenomenon called the community college has also seen to it that the requirements of four-year institutions are met by its population of transfer students. This kind of articulation has been successful for its purposes, but the challenge which confronts us today is far more awesome. It involves a greater number of professionals at a variety of levels, and most importantly, it involves a greater number of students at a variety of levels. The articulation about which I speak concerns itself not with an event, but rather with a process. Elementary, junior high, senior high, and postsecondary institutions should all be involved in the development of curricula which are interrelated and which are the effect of a synergy in curriculum development.

Fred Manly of the North Carolina Research Coordinating Unit in discussing articulation in the schools of North Carolina speaks of the need for providing articulation between various educational levels:

> "Since educational and career development is a process rather than an event . . . articulated effort should be a reality in order to provide the continuum of education necessary for each student to develop to his full potential without unnecessary duplication of instruction and delay in attaining his educational and career objectives."

Articulation in this context develops what might be called a network of connected procedures that will allow development to continue through life.

In short, the public schools should cease to function as a series of autonomous subsystems of the school district and become an integrated whole.

The obvious question to which I must ultimately react is: "How can we possibly accomplish this 'pie-in-the-eye' effort?"

The question is perfectly valid, for in too many instances educational ideas or innovations are put forth with little regard for the practical concerns of those responsible for implementation.

I should like to propose that the following steps be taken into consideration when developing a framework for an articulated career education process. You will note that the steps start at the skill development level and work backward. In effect, then, the development of career awareness and career exploration programs in the elementary and junior high level are based on the real needs of incumbents in a group or cluster of occupations.

Step 1 – We must identify broad clusters of occupations which have reasonable employment prospects.

Step 2 – We must then identify performance objectives as we analyze the numerous occupations for their specific skill and knowledge components.

Step 3 – We must then determine the prerequisite learnings needed for each of the performance objectives. This will provide us with the data upon which behaviors may be ordered on a continuum from least to most difficult.

Step 4 – #2 and #3 may then be fed back through the educational system for utilization by curriculum developers in awareness and exploration programs.

Step 5 – The first three steps, when completed, provide the basis for developing:

a. an interdisciplinary approach to occupational education which is one form of articulation;

b. a data base of entry level skills, knowledges, and attitudes which have been subjected to a commonalities search and an ordering. This latter point when carried to its ultimate conclusion will allow elementary school curriculum builders to develop an awareness program which has as its base, information based on the real world of work. It will also enable middle grade or junior high curriculum developers to base exploration programs on the real world of work.

This approach, when done in the manner just outlined, provides for a process of reverse articulation which has the educator at the skill development level (secondary and postsecondary) providing data upon which educators at the awareness and exploration level (elementary – junior high) may build their programs.

DISTRIBUTIVE EDUCATION DIVISION

Proceedings Recorder:
G. E. Patterson
Teacher Educator–Distributive Education
University of South Florida
Tampa, Florida

DIVISIONAL POLICY COMMITTEE
December 1

The Distributive Education Division Policy Committee Meeting was called to order by Chairman Bernard Nye at 9:00 A.M. Members present were: Bernard Nye, James Biddle, Cal Farmer, Dale Fuerst, James Horan, Leonard Maiden, LeRoy McCartney, Edwin Nelson, and Clayton Riley. Louis Giallonardo and Gail Trapnell, who begin terms on the committee January 1, 1973, were present as observers. Guests were T. Carl Brown and John Holup. Absent members were Dorothy Chambers, Blanche Curran, and Bob Luter.

Chairman Nye, with support of the Committee members, expressed his thanks and appreciation to Anacile Riggs for the excellent work she has done as program chairman for the Chicago convention. He also announced that the next meeting of the Policy Committee will be at the Hilton Hotel (airport) in St. Louis on March 1, 2, and 3, 1973, to plan the Atlanta convention program.

T. Carl Brown and John Holup discussed the work of the AVA Program of Work and Resolutions Committee. The committee solicits in-put from division groups and individuals regarding issues of concern to the members.

Chairman Nye announced that Gail Trapnell, Louis Giallonardo, and Todd Sagraves will begin three-year terms on the Policy Committee beginning January 1, 1973. The new members replace Blanche Curran, Cal Farmer, and Leonard Maiden, respectively.

Chairman Nye requested that Policy Committee members review the Distributive Education Division Operating Policies (adopted in Boston, 1969) and send suggestions for changes and improvement to him.

A plan was announced for the improvement of communications among the Policy Committee members and affiliated organizations. Copies of major correspondence will be distributed to all members of the Policy Committee and to officials of the affiliated organizations. Additional procedures will be encouraged to assure more efficient distribution of information to all members of the Division.

Clayton Riley moved that each Distributive Education Division committee develop its program of work, goals, and objectives and submit this report to Chairman Nye for review by the Policy Committee during the March 1973 meeting in St. Louis. It was further moved that this procedure be a continuing practice and be so stated in the Operating Policies of the Division. After seconded by James Horan, the motion was passed.

Continued discussion brought out a suggestion that a goal of the Policy Committee should be the establishment of continuity of division committees by encouraging committee chairmen to pass on to successors sufficient committee records (correspondence, minutes, summary of major actions) to assure effective and efficient operation.

T. Carl Brown reported to the committee on the activities of the AVA Reorganization Study Committee, given the charge by the 1971 House of Delegates to study possible changes in the structure of the AVA. The Committee is hearing testimony from members, and individuals representing organizations, during the 1972 Convention. In related discussion regarding organization, a suggestion was made that a representative of the DECA Board of Directors be a member of the Division Policy Committee. A second suggestion was that there be a DECA Committee as one of the Division committees. Chariman Nye stated that he would contact representatives of other divisions to determine the relationship of the several division policy committees to their respective youth organizations. The structure of division committees will be discussed by the Policy Committee during the March 1973 meeting in St. Louis.

Chairman Nye will develop a grid showing division committees and affiliated organization representation by geographical regions with the purpose of assuring across-the-board representation on committees. The grid will be distributed to Division Policy Committee members in January for review and suggestions. The grid analysis will serve as a basis for making Division Committee appointments during the 1973 St. Louis meeting.

Preliminary copies of the task force reports from the June 1972 National Conference on Distributive Education were distributed. Members of the Committee discussed steps that might be taken to develop a final report.

"The Place of Vocational Education in the Total American Educational System" is the theme for the 1973 AVA Convention. Divisions are encouraged to plan programs related to this theme. The 1974 Convention theme will be "Developing Fiscal and Operational Policies for Vocational Education."

PROFESSIONAL MEETINGS

December 2

Theme: Curriculum Issues in Distributive Education

Leonard Maiden was chairman of this session. The meeting was devoted to national curriculum issues and developments that are, and will increasingly be, strongly affecting the directions of our distributive education programs. Stress was placed on the fact that DE is a total program and not a course. It needs to be expanded into lower grade levels, have less emphasis placed on the cooperative method, and eliminate the notion that it is a terminal program. DE teachers will need to become managers of learning in order to better use the new curriculum materials such as learning activity packs that will soon be in our hands.

Distributive educators were urged to take a more active role in helping implement career education but were also cautioned to understand that it is much more than vocational education. We need to find better ways to articulate DE with the general education programs of the schools. It was suggested that the DE teacher-coordinator should also assist in placing students in distributive jobs who are not actively enrolled in DE programs.

Wayne Harrison, director of the Inter-state Distributive Education Curriculum Consortium, presented a report on the work of this group. Eleven states are involved in this monumental curriculum project which has taken the DE competencies identified in the Lucy Crawford studies and have developed learning activity packs for each. The LAPS include pre-tests and post-tests. They will permit teachers to individualize instruction and fit the curriculum to each student's chosen career goal. The LAPS are all activity-based and quite flexible in use. Mr. Harrison urged that since the original printing will be small and on a cost recovery basis, persons wishing to receive copies who are not now part of the consortium should contact him in the very near future and pledge the financial support for their set of copies. The exact cost figure was not immediately available but was believed to be under $500.

Edwin Nelson, program officer, Marketing and Distribution, in the U.S. Office of Education, was given the floor to report on DE development as seen from that office. His presentation on the national status of DE gave an interesting array of facts and figures to tell us where we may be headed.

Mr. Nelson spoke of the work of the U.S. Center for Curriculum Development, a function of USOE, and the 15 career clusters for which they are developing curriculum. The marketing and distributive cluster is the one most pertinent to DE personnel. Many of the competencies we are developing in students through our DE programs, however, are also found scattered through the other 14 clusters. Mr. Nelson alerted the group to the fact that a contract will soon be let from the USOE to fully develop the "Cluster for Marketing and Distribution Occupations," and interested institutions or staffs who wish to bid for this contract should begin planning at once for their submission. He stated that the two-fold objectives of this project would be: (1) to prepare a document for program planners which conceptualizes and illustrates a pragmatic approach for the identification and presentation of information and experiences relating to marketing and distributive occupations within the framework of (a) general/academic subjects and (b) job preparatory/skill-development subjects for all levels of career development; and (2) to prepare a curriculum guide for teacher use encompassing a two-level marketing and distribution exploratory program appropriate for grades 7-9 which includes outlines for (a) broad orientation and exploration conceived to be of relatively short duration and (b) in-depth exploratory experiences conceived to be of longer duration which include the objective, among others, of the achievement of identified elementary employment skills.

It was stressed that the products emanating from this grant will be used by decision makers and practitioners as a basis for planning educational endeavors appropriate to a career education system as well as for the redirection, where necessary, of current preparatory and supplementary marketing and distribution programs.

Mr. Nelson further alerted the group to a number of completed and in-progress studies that will have an impact on DE and the USOE Project to develop the "Cluster for Marketing and Distribution Occupations."

The session concluded with comments from a panel of reactors and participation from the audience. It was apparent from the nature and variety of reactions that a great many interesting and important experiments, studies, and growth patterns are now taking place across the nation that will have tremendous impact on the DE program and its curriculum in the near future.

DISTRIBUTIVE EDUCATION DIVISIONAL MEETING
December 3

Theme: Opportunities for Entrepreneurship in the 70's

Chairman James Horan defined the term entrepreneur as "a person who organizes and plans a business operation and assumes the risk for the sake of profit." He pointed out that entrepreneurship was the topic of one of the six task forces of the National Conference for Distributive Education held in Washington, D. C. in June of 1972. It was the strong consensus of the national conference that the attitudes, knowledge, and skills in the distributive curriculum that would train a student to become a potential entrepreneur are also essential for him to become a successful employee of someone else's business. It was felt, however, that the concept of entrepreneurship as a specific component of our curriculum has not been receiving as much attention as it deserves.

Hugh Muncy, executive vice president of the Illinois Retail Merchants Association, addressed the group and presented an enlightening prediction of national economic growth. He used a battery of statistics from various sources, all pointing to a healthy and expanding economy through the 1970's. Mr. Muncy pointed out that large businesses will continue to expand but that there will be ample opportunity for the entrepreneur-inclined individual to establish his own business. He stated that students in distributive education classes should be made aware of their opportunities, but that the teacher should not oversell the advantages and benefits of entrepreneurship and lose sight of the tremendous risks and high rate of failure that occur. Teachers were urged to determine the individual needs and abilities of their students and build upon these. Mr. Muncy encouraged teachers to remind students of the benefits of becoming valued employees of existing businesses and climbing the ladder of success within that company. He indicated that all of us, whether teachers or students, employers or employees, are in reality in business for ourselves. Success means different things to each of us, but the important factor is that each of us be encouraged to achieve in the way that best suits our individual goals. Our students should be made aware of entrepreneurship as one possible route of opportunity open to them, but it should not be promoted as necessarily the best route.

At the conclusion of Mr. Muncy's presentation, the audience divided into two workshop groups. Their conclusions are described below.

Workshop A: "Organizing a Small Business Management Institute"

Chairman I. W. Baughman asked the members of the workshop audience to assume the roles of various businessmen and individuals found in a typical community who would be involved in organizing a small business management institute. Using a role playing technique, he then involved the audience and a panel of experts consisting of Jack C. Cummins, coordinator, Virginia High School, Bristol, Virginia-Tennessee; Lucy C. Crawford, teacher educator, Virginia Polytechnic Institute, Blacksburg, Virginia; and Florence May, training specialist, Small Business Administration, Washington, D.C., in the actual steps of getting an institute organized and carried out.

During the presentation it was stressed that a great many small businesses have closed their doors just because the owners did not have the advantage of adequate training in operating a business. The Small Business Management Institute is a successful training program that has been used throughout the nation to provide this much needed training. Businessmen students who attend the sessions are greatly motivated to learn, and the completion rate of enrollees is close to 90 percent.

The institutes are varied to meet the specific needs of the community but generally cover such topics as personnel management, human relations, credit management, sales promotion, and the sources of information and aid available to the small businessman. The organizing force behind the institutes is most often the local high school DE teacher/coordinator, but leadership can also come from many other sources.

The importance of forming a steering committee to help sponsor, organize and direct the institute was well illustrated. The steering committee should assist in determining institute dates, length of sessions, registration fees, local co-sponsors, and the choice of instructors. Three committees deemed necessary to conduct the institute were ones for publicity, hospitality, and registration.

On the matter of choosing instructors, considerable caution needs to be exercised. The instructor should be an expert in the subject he is to teach, with a wealth of practical recent experience in the field. He should understand the peculiarities of adult learners and be able to relate well to the businessmen attending. It is desirable for the instructor to have had some special training in the teaching techniques proved most successful in past institutes. Members of the steering committee are often an excellent source of knowledgeable instructors.

The Small Business Management Institute is one of the most graphic examples of the close cooperation found throughout the nation between distributive education personnel and the Small Business Administration of the United States Government. It is a working partnership that has been helping small businessmen learn the techniques of survival in our competitive economy. Small Business Administration personnel are located throughout the nation, and local personnel should be deeply involved by distributive educators in planning and conducting small business management institutes. The management assistant officers of the SBA located in the regional offices are always anxious to be of assistance and will prove a source of valuable business contacts. They will also supply a wealth of free training aids, including such items as "Guidebook for Coordinators of Management Training," "Instructors Manuals" covering some 21 subjects complete with visual aids, and a multitude of individual management aids. An outstanding group of free loan movies are also available. Distributive educators seeking SBA assistance should contact their regional SBA office or write direct to The Education Division, Office of Management Assistance, Small Business Administration, Washington, D.C.

Workshop B: "Franchising"

Continuing the theme of entrepreneurship, this workshop delved into the rapidly expanding field of franchising. It was agreed that distributive educators need to be better informed about franchising practices in order to better include it in their curriculum.

Jerry H. Opach, executive vice president of the International Franchise Association, Washington, D.C., was the main speaker and discussion leader. Mr. Opach instructed the group in the nature of franchising, the procedures followed, the types of businesses now engaging in the practice, and the relationships with the sponsoring companies. He presented an overview of the vast scope now operating in the nation and projected it as a healthy and growing phenomenon.

Insight was given into the capital investments required in typical franchise operations and the financial rewards possible. It was pointed out that franchising is also prey to many pitfalls, and the danger signals need to be observed closely.

Federal regulations operating to control franchising were reviewed, and their implications for the future discussed.

Mr. Opach stated the need for much greater emphasis in distributive education on franchising as a form of entrepreneurship. He reminded the audience that many DE co-op students now have job stations with franchise businesses, and specialized training is required if these students are to benefit to the maximum from their DE experience.

BUSINESS MEETING
December 5

The business meeting of the Distributive Education Division was called to order by Bernard C. Nye at 9:00 A.M. Upon completion of the reading of the minutes and general announcements, Mildred Jackson presented NASSDE Distinguished Service Awards to the following business leaders: Phillip W. Schindel, President, Association of General Merchandise Chains; William F. McCurdy, Vice President, Sears Roebuck Company; and John W. Edgerton, Vice President, Public Relations, W. T. Grant Co. (because of illness, Mr. Edgerton was not present to accept his award.) An Award for Distinguished Service by an

Educator was presented to T. Carl Brown, Chief Consultant for DE, North Carolina.

James Bennett was then invited to give a report on the National Conference on Distributive Education held in Washington, D.C., in June 1972. A summary of Bennett's report follows.

Report on National Conference on Distributive Education

The conference format followed a general session and a specific discussion session plan where participants were divided into six task force groups. These groups were: (1) Entrepreneurship, (2) Distributive Education Clubs of America, (3) Curriculum and Instruction, (4) Interrelationships, (5) Leadership and Administration, and (6) Teacher Education.

Each of the six groups developed a report relating distributive education to career education, manpower needs, and accountability. Highlights of the task force reports are given below.

Entrepreneurship Task Force – The task force noted that the accepted definition of entrepreneurship was "a person who organizes and plans a business operation and assumes the risk for the sake of profit." It was felt that the definition needed broadening to incorporate the concept of social consciousness and civic responsibility. Other conclusions were that preparation for entrepreneurship should be a part of the total career education process. The distinction must be made to the student that whatever job is chosen, one has the potential to perform that job as an employee or entrepreneur.

Included in the report are some of the requisite skills the task force felt potential entrepreneurs should develop. There was strong consensus that the concept of entrepreneurship as an educational component is not receiving much attention on any level . . . . elementary, secondary, postsecondary, or adult.

Some of the conclusions presented were:

1. All teachers need to be retrained in order to present the concept of entrepreneurship.
2. It is the responsibility of DE personnel to ensure that this concept is taught.
3. DE personnel should share in the responsibility of teaching this concept in all 15 occupational clusters.

DECA Task Force – It was the consensus of this task force that the role of DECA in career education is unclear and needs to be defined.

One consideration for national DECA might be that it participate in the task of disseminating marketing and distribution career information. Some suggestions for local DECA chapters are as follows:

1. Provide a speakers' bureau service to the K-12 grades for the purpose of career information dissemination
2. Consider the sponsorship of developing junior career education clubs at various grade levels for the purpose of systematic study of careers as well as for information dissemination.

Manpower Task Force – The manpower section came down a bit hard on the national DECA staff. The task force states that "at present DECA, Incorporated does not equitably serve the membership needs of each of the five divisions."

Among the task force recommendations are that DECA, Incorporated:

1. Provide greater support to the Junior Collegiate Division (The report recommends some specific activities, such as drafting an appropriate list of standards for officer candidates that are consistent with the maturity and age of the membership.)

2. Support the concept that all DE teacher education programs establish a collegiate DECA program.

3. Pay more attention to establishing a sound professional division.

4. Broaden the membership of the DECA Board of Directors.

Included in the report is a list of suggestions pertaining to the permanent National Headquarters. Speaking personally, I was surprised that no reservations were expressed concerning the development of a separate building for DECA. Does the absence of such questioning endorse a separate building and land for FFA, VICA, FBLA, OEA, and FHA? Is this accountability? This personal view is not included in the proceedings.

Curriculum and Instruction Task Force – The curriculum and instruction task force believes that distributive education personnel need to define their varying degrees of responsibility in the K-Adult spectrum. They see the role of the DE teacher evolving to that of consultant or advisor to all levels of education. Putting it succinctly, DE personnel have the responsibility to: (1) prepare and up-grade people for all distributive occupations; (2) serve people of all cultures with diverse talents, abilities, and interests; (3) serve people of all ages, K-Adult; (4) serve people in other occupations who may be performing certain distributive functions; and, (5) serve other vocational disciplines.

The C & I Task Force believes that DE personnel can make a profound contribution by providing leadership in the placement function, the placement of all students in the work environment. This report goes on to identify the research and development needs of the curriculum and instruction area. I'd like to make an editorial comment here. Much of which this task force calls for in research has already been done. It's there; the trouble is that DE teachers aren't using the research.

The task force also suggested some curriculum modifications as follows:

1. DE should make more adjustments and/or additions to the total DE curriculum to accommodate other specialized programs of study.

2. Emphasis must be placed on the development of positive attitudes about occupations.

3. Greater utilization of business resources should be made in curriculum revision.

Interrelationship Task Force – The interrelationship task force believes that all of us have to pull together and work together if career education is to succeed. They call for the broad cooperation of teachers, school administrators, guidance staffs, businessmen, labor leaders, and governmental agencies. Who can bring all of these people together for the cause of career education?

This report then goes on to suggest certain activities for each of these agencies. For example, here are some suggestions for the government sector:

1. Provide in-service education programs
2. Make governmental experts available for consultation
3. Provide technical assistance in the new and emerging educational areas such as consumer education.

The report also includes specific activities for the business sector and the education sector.

Leadership and Administration Task Force – This task force believes that distributive education administrators, teachers, and others cannot ignore the call to support and work toward the concept of career education.

This report includes a procedural plan for career education program development as it relates to distributive education.

The task force believes that the following components are a must in Career Education program development: (1) instructional and curriculum materials centers, (2) leadership development in-service programs, (3) adequate funding, (4) involvement of community resources, (5) public relations programs.

It is felt that educational administrators, including DE supervisors and others, will play a key role in marshalling the necessary resources to get the job done.

Teacher Education Task Force – This task force feels that if career education is to become a reality, all teachers, with special emphasis on those in K-6, must have a basic exposure to the free enterprise system and preparation in economics. According to this task force, this can be accomplished via in-service sessions, but they prefer the pre-service approach.

The task force calls for the establishment of teacher education committees to study the implications of the career education movement on teacher education.

The report states that it is not only the responsibility of the DE teacher educator to be aware of career opportunities in a broad sense, but to know the specific availability of jobs at the local and regional levels. The task force suggests that a stronger working relationship with local and state employment commissions and the Bureau of Labor Statistics be established.

Other comments that the task force made were:

1. More meaningful work experience programs must be developed for DE teacher education majors
2. Improved working relationships with business and industry should be developed
3. Teacher education personnel must take the initiative in developing in-service career education programs
4. Existing teacher education programs should direct more attention to the following areas:
    a. Adult education
    b. Training plans and training agreements
    c. The utilization of advisory committees
    d. The development of performance goals and behavorial objectives
    e. Student placement and evaluation.

This task force sees DE teacher education changing to serve a broader sector of teachers, which is something we have not been doing.

All of the task force reports call for a profound commitment to career education. I must admit, as a personal response, that I'm skeptical. Lucy Crawford made a very profound comment during the first general session of our division. She cautioned all of us not to forget our first commitment–to do the job we are charged to do in distributive education. Lucy, I support your comment. I know of one career education project that a local DE teacher-coordinator is involved in. When he is involved in developing curriculum for the career education project, his classes are covered by a substitute teacher who in most instances does not represent distributive education. Let's not let this happen.

Yes, we can make a contribution to career education. This national conference report will surely stimulate your thinking. Study it and decide how you are going to get involved in Career Education.

Ed Nelson was then given the floor to further expand upon Bennett's national conference Report. Mr. Nelson's comments were as follows:

"In planning the National DE Conference with Edith Patterson, Dean Griffin, and committee members, it was concluded that a three-day meeting could not produce the kind of document judged to be needed by the DE community today, but we knew that such a meeting could surface the information needed to produce such a report. Direction was given by focusing on the six primary concerns identified and these were to be examined in relation to career education, accountability, and manpower needs.

The Bennett report summarizing the conference is not a final product, worthy as it is. It represents the surfacing of information, a summary of reactions and observations, a bank of knowledge. Neither does the report necessarily reflect a consensus, but rather it is an assessment of issues and concerns. It represents the prevailing sentiments of those in attendance at the conference.

The conference report will need to be translated into a document which can become the basis for a concerted effort by the entire DE community. This job is in your hands, not the staff of OE or the AVA. It is your option to prescribe the kind of program and involvement you want in the immediate years ahead.

The permanent task force groups are now in the process of writing their final reports and are aiming at a completion date of May 15, 1973. This means the report will be in print and available for distribution about June 15, 1973.

My observations would lead me to believe that a strong introductory section, either consolidated or separately for each task force topic, should be prescribed to reflect a current assessment of where we have been and where we are going in terms of what we now know, our needs, our beliefs, and most important, our commitment.

The identification of a program of work and guidelines for implementation probably will provide the kind of document which will give the amount of national thrust necessary, not to preserve our program as it now is, but to make it a viable vehicle for serving youth and adults in this nation."

Dennis Coplen reported to the group on the efforts of the 1972 DECA Evaluation Task Force. The recommendations of the evaluation team are too numerous to include in a brief summary, but they have been printed and are available to interested parties from the national DECA staff. The report indicates that the evaluation team has done a tremendous job, and that long range benefits will result from the many useful suggestions that have been made.

DE Division committee reports were made by the following committees:

Professional Development Awards

Gail Trapnell reviewed the new DEPDA brochure and urged the group to contribute to the fund and support the activities. The fund now has a balance of $4,765.95. A total of $10,000 must be reached before actual awards will be given. Two names added to the plaque this year in recognition of their contributions to DE were Helen O'Donnell and K. Otto Logan. Two new fund drives presently under way are those for John B. Pope and Reno S. Knouse.

DE Hall of Fame

J. W. Weatherford reported that 405 individuals have received this honor since it was established in 1966. He distributed a summary sheet showing the number of persons receiving this recognition by state and year. It was suggested that all states identify the former DE students who are still in the field as teachers or administrators and nominate them for this award.

AVA-SBA

Paul Hartman reported that there is continued cooperation between the two groups at local, state, and national levels to the benefit of both DE and SBA.

During the calendar year 1972, SBA issued six new or revised management assistance publications and produced one new movie. The committee feels that there is a national need for local teacher-coordinators to promote and organize more adult courses in DE than is presently being accomplished. A new instruction guide, film, and management plan has been developed entitled "The Business Plan for Small Retailers" that should prove useful in adult DE courses for local businessmen.

Program of Work and Resolutions

John Holup reported that the committee received one resolution proposal this year and that from NASSDE. The proposal directed itself to the encouragement of staffing in vocational education by occupational area. The resolution proposal was channeled to the AVA Program of Work and Resolutions Committee and was the basis of a resolution that will be submitted to the House of Delegates.

Publications

Ed Harris reported that the committee is pleased to announce a new publication entitled ADULT DISTRIBUTIVE EDUCATION which was prepared by a committee chaired by Gail Trapnell. He distributed a listing of the most current DE publications now available from the AVA on a cost basis. This listing of DE publications for sale may be obtained by writing to the American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005.

Research Committee

Clayton Riley reported that in response to a suggestion from the current DE vice president of the AVA, Bernard Nye, this committee has for the first time identified in writing its purposes, goals, objectives, and program of work. (This same request has been made of all the DE committees.) The committee has proposed two training sessions for the coming year on the topics of "How to Write a Mini-proposal" and "How to Secure Research Funds for a Mini-proposal."

Membership

Wayne Harrison reported on the efforts to increase AVA membership among DE personnel throughout the nation. He distributed a graph showing that there are 2,686 DE Division members of AVA. The goal should be at least 4,000. The committee proposed that state associations were the key to promoting AVA membership, and some techniques were outlined to promote greater participation. We cannot take for granted that DE personnel are aware of the many advantages that accrue to them and to DE from their participation in their professional activities of AVA. We must each sell this concept to the DE folks back home.

To illustrate the kind of campaign that needs to be waged, Mr. Harrison distributed dayglo stick-on patches which could be worn on the lapel that read "I'm lit for NADET & AVA." Posters with the same slogan were displayed. The committee developed a typical outline for using such a promotion, and this is available from Mr. Harrison.

Following the reports of the DE Division committees, Dr. Nye called for reports from the DE members of various AVA committees. These reports follow.

Constitution

J. M. DeBenning reported that the purpose of this committee was to consider questions or concerns regarding the proposed by-law changes to be acted on by the House of Delegates of the AVA. The proposals were included in the October issue of the *American Vocational Journal*, and the audience was urged to read them.

The committee made an analysis of the COASTA Constitution and their proposed AVA by-law changes. William T. Jefferys, president of COASTA, met with the committee and explained their concerns. The changes proposed by COASTA were in conflict with the present AVA Constitution.

He stated that George Brandon, chairman of the AVA Organizational Study Panel, met with the committee and explained the work of the study panel. This panel is made up of 10 members who are representative of all vocational areas. The panel may or may not rewrite the AVA Constitution depending on its findings. It is now trying to determine what the best structure for the AVA is. The in-put of all vocational educators is invited through Dr. G. Brandon, c/o AVA Office, Washington, D.C.

International Education

Jack Humbert reported that vocational educators wanting to teach, administer, or serve as consultants in foreign countries could conceivably make contacts where their services are needed through this committee. There have been some major problems in making this committee function to its capacity because of lack of financing, lack of continuity of leadership, and apparent lack of commitment to the work of the committee by the AVA itself. The committee is diligently seeking ways to solve these problems so that it can serve its stated purposes.

Resolutions–Programs of Work

John Holup identified 21 resolutions that this AVA committee presented to the AVA House of Delegates for action. Among these were concerns for bureau status for vocational education, categorical funding, full funding for vocational education acts, and staffing of vocational education by vocational areas.

AVA Advisory Council

Melanie Devitt reported that the council heard a report from the AVA Organization Study Panel. She then discussed the council's own role in providing in-put to the study panel and directly to the AVA. Council members felt that they needed more exact information regarding the purposes, intent, function, and organization of the committee. Council members agreed that they needed more structured questions and direction in advance of council meetings so they could speak authoritatively as representatives of the affiliates, departments, or organizations from which they have been assigned. The council wished to remain advisory in nature and felt that it could serve a valuable function in this capacity.

BUSINESS AND PROFESSIONAL MEETINGS OF AFFILIATED ORGANIZATIONS

Council of Distributive Teacher Education

Theme: Identification and Analysis of the Current Issues in DE

J. W. Weatherford, Central State College, Edmond, Oklahoma, presented a summary of his recently completed dissertation research. This significant study set the theme of the session, and the findings are described below.

Presentation by J. W. Weatherford

The purpose of this study was to analyze the opinions of distributive education leaders about issues in distributive education and to ascertain their opinions on the importance of these issues in determining effective operating procedures in distributive education. To achieve the purpose of this study, it was necessary to (1) identify current distributive education issues and (2) identify distributive education leaders.

The distributive education issues used in this study were identified by (1) a literature review and (2) interviews with distributive educators.

Literature covering the period from 1936 to the present was reviewed. The most emphasis was placed on the review of the literature since 1960, because Warmke in his study of 1960 reviewed the literature up to that year. All statements suggesting or indicating conflicting points of view were recorded.

Interviews were conducted with 18 distributive educators, at which time they were asked to suggest issues in distributive education.

After the issues had been identified, they were organized into a tentative check sheet.

Leadership was defined as "recognition by fellow workers," and it was in this sense that the term "leaders" was used in this study. In order to apply this test of leadership, four groups of persons were selected to nominate leaders. The four groups consisted of (1) distributive education teacher educators, (2) distributive education head state supervisors, (3) distributive education teacher-coordinators, and (4) United States Office of Education personnel.

After the leaders had been selected, a pilot study was made. The tentative check sheet of issues was evaluated by two groups of distributive education personnel. The first part was conducted with a selected group of distributive education teacher educators and state department personnel. The second part was conducted in Washington, D.C., while the writer attended a National DECA Committee meeting. Fifteen persons representing all sections of the United States participated in the pilot study. The final check sheet was prepared by incorporating into the check sheet the comments of the pilot group.

The final form of the check sheet was then submitted to the total group of distributive educators identified as leaders and selected to participate in the study. Of the 30 leaders used in the study, 17 had responded within two weeks. A follow-up letter was sent to the 13 who had not responded. Nine responses were received during the next two weeks. A telephone follow-up was used on the remaining four, and all were returned.

The leaders' opinions concerning the issues and the importance of the issues were then tabulated and analyzed. The leaders were given an opportunity to make any comments about the issues and these comments were recorded.

Conclusions

On the basis of the findings, the following issue statements can be considered principles of distributive education:

(1) Distributive education should be offered at both the secondary and postsecondary levels.

(2) The postsecondary program in distributive education should primarily

offer specialized programs in specific areas of marketing and distribution.

(3) The primary responsibility of distributive education at the secondary level should be to prepare most students for entry level positions in general areas as well as preparing for specialized areas when facilities are adequate.

(4) The DECA program of youth activities should be viewed as a co-curricular activity.

(5) Adult distributive education should be offered when and where needs can be identified and appropriate programs developed.

(6) The state distributive education department and the local distributive education personnel should be responsible for adult distributive education.

(7) Distributive education student teachers should have student teaching experience which provides them with the opportunity to assist and observe the planning, organization, and teaching of adult courses.

(8) Teacher education should provide students majoring in distributive education with instruction in planning, organizing, and promotion of adult education.

(9) Coordination in school systems with more than one cooperative distributive education program should be done by the person who teaches the student.

(10) Assuming that on-the-job experience is required, the experience must be coordinated by a teacher-coordinator or coordinator.

(11) Students given the least priority for enrollment in distributive education should be youth whose career goals require a four-year college degree.

(12) Distributive education students should be paid for their on-the-job training on the basis of the same salary as paid to any part-time employee.

(13) A classroom with laboratory facilities such as a display unit, sales counter, cash register, etc. is for both cooperative and project method distributive education students.

(14) A written training plan is always necessary to insure optimum training.

(15) The relationship of the occupational experience for the laboratory or project teacher and the cooperative teacher should be that they both need the same occupational experience.

(16) In the preparation of distributive education teacher-coordinators, emphasis should be placed on preparing them to work with both general and specific audiences on an equal basis.

(17) The preparation of distributive education teacher-coordinators should be primarily an undergraduate program.

(18) The certification requirements for teachers in distributive education should be specific for various teachers and teacher-coordinators, postsecondary teachers, and project program teachers.

(19) For administration purposes, the distributive education department should be organized as a part of the vocational education department, sharing equal status with other service areas within the university.

There was a lack of agreement on the following issue statements with no one alternative receiving the support of the majority; therefore, these are considered to be the major issues in distributive education.

*(1) Whether the present activities of DECA are effectively accomplishing the states' goals of the organization.

(2) How local programs of distributive education should be financed.

(3) Whether classroom instruction with simulated in-school laboratory job experiences is adequate preparation for a secondary school student who plans a career in a distributive occupation.

(4) Who should make the *final* selection of students for the distributive education program?

*(5) Should the distributive education classroom for the project or laboratory method program have a model store unit?

*(6) Should the distributive education classroom for the cooperative method program have a model store unit?

(7) The percentage of distributive education classroom instructional time in the cooperative program that should be devoted by the student-trainee to the study of his specific job.

(8) Who has the responsibility for establishing the distributive education teacher certification standards?

(9) Where should the distributive education teacher education program be located within the teacher training institution?

*(10) Should teacher education requirements be modified to permit non-degree teachers with substantial in-depth occupational experience to teach in the secondary schools?

(11) Should a state-supported college or university be expected to provide a distributive teacher education program without additional financial support from the state department of education?

*(12) Should an occupational or career objective in a distributive occupation be required of all distributive education students?

(13) Should the teaching contract of the teacher-coordinator specify responsibility in the area of adult education?

*The differences in opinion on these issues exist between the alternative "strongly agree" and "agree." The majority of the respondents were in agreement; however, the dichotomy arises from the degree of agreement.

Awards presented during this session included the CDTE Academy of Distributive Teacher Education Award for distinguished service to Oswald Hager (North Dakota) and the Academy of Distributive Teacher Education Citation to K. Otto Logan (Washington).

Neal Vivian announced that the Research and Publication Committee has permitted the Ohio State Distributive Materials Laboratory to reprint the entire CDTE Professional Bulletin Series, and a package of 24 bulletins is now available from the Ohio Lab for only $17.50, or at a single copy rate of $1.00.

Tom White thanked the group for their contributions to the CDTE Newsletter and urged continued support.

Bill Antrim reported that membership in CDTE now numbers 96 with an additional 46 associate members.

Officers for the coming year are:

President: James G. Bennett, Rutgers University, New Brunswick, N.J.
President-elect: Mary Klaurens, University of Minnesota, Minneapolis
Secretary-treasurer: William Antrim, University of Arizona, Tucson

National Association of Distributive Education Teachers

The NADET business meeting reviewed the activities of the past year and set forth plans for the coming one. It was evident that much has taken place and even more is in the works. The session was given a presentation by Ron Strand of the Wilson Learning Corp. entitled "The Human Element in Distributive Education."

Phil Hayes of the Project Committee reported that NADET is cooperating with DECA to produce a manual of summary sheets from the winning manuals for both high school and the junior collegiate divisions during the 1972 National

DECA Leadership Conference. Included in this manual will be a "how to" section written by successful coordinators on helping students with the manuals. This project, entitled "A Guide to the Competitive Activity Summaries of DECA," should be a handy and ready reference item for both teachers and students in distributive education. This was to be mailed to all NADET members about December 15. Printing was paid by DECA and mailing costs by NADET.

Jesse Casey presented the report of the Research Committee. A study of the high school distributive education programs in the nation has been made to determine a list of descriptive course titles used. Copies of this research report were distributed. A similar study of junior collegiate programs has also been completed and will be available upon final tabulation of results. The Research Committee is now initiating a study concerning new innovations in teaching that are being used in high school programs.

Louise Ball reported on the activities of the Public Relations Committee. The NADET brochure is in the process of being revised and should be available by May 1973. Members were urged to step up local and state publicity efforts and to take credit for all the activities that are going on. Pictures and articles in the local newspapers and TV news stories should be encouraged for all youth activities. A passout was distributed entitled "A Congressman Gives Advice on How to Write Letters to Your Congressman."

Gary Aster reported on the Outstanding Service and Support Awards that were given at the NADET luncheon. The Awards Committee urged all NADET members to nominate outstanding people in their states who have made contributions to NADET and distributive education. He reminded the group that the three types of awards given are: Honorary Life Membership, Recognition of Outstanding Support, and Certificate of Outstanding Service by Educators.

National Association of Distributive Education Local Supervisors

NADELS held a combined luncheon and business meeting on Tuesday, December 5 in the Presidential Suite of the M & M Club in the Chicago Merchandise Mart. The group was conducted on an extensive behind-the-scene tour of the Merchandise Mart. Members learned the background and functions of the Merchandise Mart, the importance of its function in creating an environment for business, and how a forum is created to bring together manufacturers and retail buyers.

National Association of State Supervisors of Distributive Education

President James Biddle called the meeting to order at 2:00 P.M. on Tuesday, December 5. After the usual business of reading of the minutes and treasurer's report, he asked for regional reports of NASSDE representatives. Reports were given by the following: Tom Welch, Delaware, on the Eastern Region; Don Strait, Kansas, on the Central Region; William Pace, Mississippi, on the Southern Region; and Charles Hulse, Arizona, on the Western Region. These reports included statistics on the number and types of programs at various levels, DECA activities, research studies, publications, and any new developments of interest to the group.

Duplicates of the reports were distributed and provided some very interesting comparisons of what is happening nationally.

Mr. Biddle presented a report on a recently completed study on the status of "State Supervision Structures for Distributive Education." This very useful study contained too much information for summarization here, but a complete copy may be obtained from Mr. Biddle, Room 1012, State Office Building, Indianapolis, Indiana 46204.

Mildred Jackson reported that the Awards Committee had chosen the following persons to receive the businessmen awards: Phillip W. Schindel, President, Association of General Merchandise Chains; William F. McCurdy, Vice President, Sears, Roebuck & Co.; and John W. Edgerton, Vice President, Public Relations, W. T. Grant Co. The Educator Award was given this year to T. Carl Brown, Chief Consultant for DE, North Carolina.

New officers elected to serve NASSDE are: Gail Trapnell, Florida, President; Don Strait, Kansas, Vice President; Tom Welch, Delaware, Secretary; and Melanie Devitt, Indiana, Treasurer.

OTHER DISTRIBUTIVE EDUCATION DIVISION ACTIVITIES

DECA, Incorporated

Dennis Coplen, president of DECA, Inc., conducted the business meeting. The election of new representatives to the DECA Board resulted in the following: John Lobben, Minnesota; Mildred Jackson, Georgia; and Wayne Harrison, Wisconsin.

Mr. Coplen presented a detailed report of the DECA Operation Evaluation Task Force findings. This study of DECA was the first major effort of its kind to attempt to measure the operation of DECA. Some 40 distributive education personnel from throughout the nation participated in this evaluation which was conducted in September of 1972. The evaluation was welcomed by the DECA staff and has already proven to be of value in improving the efficiency of the DECA operation. The complete report is quite lengthy and can be obtained from the national DECA staff.

Mr. Coplen described a career education project being undertaken by DECA which would aim at making primary grade school children more aware of the functions of business. The project involves a character named Dewey Diamond, a coloring book, and a Dewey Diamond club.

Harry Applegate presented a staff report on the plans and activities of the DECA staff. He stressed that the number one job of the national staff is service to members, chapters, state associations, donors, all five DECA divisions, public inquiries, national officers, board of directors, and DECA, Inc. This becomes a tremendous job that is time consuming and involves great responsibilities. To better serve the needs, a reorganization has just been completed so that the staff is now divided into the following five divisions: (1) Administrative Services – finance, tax matters, liaison, etc.; (2) Professional Services – donors, sales projects, facilities, NAB, exhibits, etc.; (3) Member and Supply Service – member records, roster cards, national officer liaison, supply service contracts; (4) Communications Services – DISTRIBUTOR magazine, datelines, advertising, publication; and (5) Member Services – for all five divisions.

To accomplish the job, the national staff now employs 12 full-time persons, three part-time persons, and a legal counsel, as well as a part-time coordinator for the 70,001 Project.

The monthly printed *Staff Report* has proved to be a very popular communication vehicle, and this will be expanded in the coming year to serve even better. Membership in National DECA this year should number 145,000 to 150,000, which is a small increase over last year.

DECA was asked to meet with the AVA Reorganization Study Panel on

December 2, 1972, to present its views. The concerns expressed by DECA were for greater visibility for vocational student organizations; for state policies supportive of vocational student organizations; for research studies supportive of vocational student organizations; for full-time positions at state levels for administering vocational student organizations, for public relations projects, themes, etc. in the interest of vocational education; and for direction needed in career education developments. Specific recommendations made to the AVA Organizational Study Panel were:

1. That AVA make an official request to each of the six vocational student organizations to join in the adoption of a Vocational Education Week;
2. That AVA consider adopting a theme during their annual meeting for the following school year that could be promoted and/or utilized by all six vocational student organizations;
3. That AVA identify a liaison officer to work specifically with the National Coordinating Council for Vocational Student Organizations and/or each of the six vocational student groups as the need arises;
4. That AVA consider a position statement supportive of vocational student organizations which may be used as suggested policy for developing state plans, congressional support, and/or public relation purposes;
5. That AVA encourage and/or promote research study which may influence the further development of vocational student groups;
6. That AVA develop plans for the utilization of interns representative of the six vocational student groups, particularly those collegiate youth group representatives who are planning on teaching careers in vocational education.

At the State Directors of Vocational Education Meeting, DECA was represented, along with the five other vocational education student groups, in a one-hour program chaired by Harry Applegate. The DECA speaker was Joe Kovacs of Ohio. Concern was expressed over a recent study that revealed only 18 states have statements actually supporting vocational youth groups as an integral part of the programs.

Mr. Applegate further reported that the new MAP program material has been mailed to all chapters and that the Portfolio of Stock program is almost complete. In regard to the building of a National DECA Center, a recently completed study indicates that the DE fraternity is not quite ready to start building.

Mr. Applegate concluded by stating that he has established a number of personal goals for DECA which include: (1) to make DECA an integral part of DE, (2) to involve every DE student in DECA activities (A recent study shows that only 46 percent of secondary enrollment and 7 percent of postsecondary enrollment now participate in DECA.), (3) to get one full-time DECA advisor on each state staff, and (4) to establish a one year financial operating reserve fund for the club.

Chain Store Luncheon

On Sunday, December 3, members of the DE Division and their guests assembled for the 18th Annual Luncheon sponsored by the leading chain stores of the nation to pay honor to the partnership that exists between DE and retailing businesses. Host companies were: W. T. Grant, S. S. Kresge, S. H. Kress, McCrory-McLellan-Green stores, Montgomery Ward, G. C. Murphy, J. C. Penny, Rose's stores, Sears Roebuck, Sperry & Hutchinson, and F. W. Woolworth.

The printed program carried the following message which well summarizes some measure of the mutual admiration and support that host companies and DE'ers share for one another:

"Thank You. . . The Host companies appreciate this opportunity to take part in the program of the Distributive Education Division of the American Vocational Association for the 18th consecutive year. Distributive Education has grown tremendously since the first Chain Store party in Atlantic City in 1955. It has grown in numbers, in the breadth and quality of its program and in importance.

DE has responded to the opportunity to serve young people well and to start them in increasing thousands toward successful, satisfying careers in retailing and other branches of distribution.

The great success of Distributive Education is due to competent, dedicated educators, state supervisors, teacher trainers, local supervisors, and teacher-coordinators.

It is the people of DE, each one individually, to whom the Host companies join in paying tribute and saying a heartfelt Thank You."

The group was honored by an inspirational message presented by Mr. Arthur M. Wood, President, Sears, Roebuck & Co.

Members of the DE Division were very pleased and grateful to the host companies for their generosity in providing the luncheon, but even more so for their pledge of continuing support of our programs that it represents.

National Association of Distributive Education Teachers – Luncheon

NADET sponsored a luncheon for members and guests on Tuesday, December 5. Special Service Awards were given to Ann Lind, David Thompson, Mildred Ankeny, and M. J. DeBenning. An Award for Outstanding Support of Distributive Education was presented to Warren R. Langfitt. Mr. William McCurdy of Sears, Roebuck & Co. announced that his company would provide each NADET member with an excellent game entitled "Anatomy of a Sale." The cost of this gift to Sears would be $20,000.

Hugh Muncy was the main speaker and the following excerpts of his presentation provide an important message to all DE educators.

Presentation by Hugh Muncy

Distributive education and distribution have an irrevocable partnership. As in all unions there have been some satisfactions and some dissatisfactions for both partners. However, under this partnership the program has prospered. Today we need to expand that partnership to cover a broader basis.

We know that any measure of success earned is inevitably tied to the success of someone else. As teachers, your success is no longer solely dependent on your teaching skills. Rather it is dependent on the success of the economy, the success of retailing. If your local community sustains a healthy economy and retailing prospers, you, too, will prosper and succeed. You are a vital part of the business scene. Because you are very close to the retail industry, the retail community will expect of you special understanding, a special bond.

In spite of all our efforts, somehow we are failing, and failing miserably, in teaching the economic facts of life to our young people–to the general public. We talk a lot about retailing, the economy, the details of the job the youngster is to learn–but we obviously are not communicating. The information is somehow lost, misplaced.

Recent publication of a couple of surveys on the confidence the American public has in institutions bears out the fact that we are not getting our story across. The confidence rating for local retail stores dropped 24 percent in the last five years, from 48 percent in 1966 to 24 percent in 1971. Education also dropped 24 percent, from 61 percent to 37 percent. We have not been reaching our young people with the full story, the total picture of the job they are performing, of the industry, or of the economy. Retailing is 18 percent of the labor force.

You are well aware that the Christmas selling season (November and December) is the period that makes or breaks the profit picture for retailers. Approximately 25 percent of the total annual retail sales volume is picked up during these two months. This is also the period in which stores experience the greatest losses due to shoplifting. The average loss is equal to about 2 percent of annual sales volume. Nationwide shoplifting losses amount to over 3.5 billion dollars a year–about 10 million dollars a day!

Regrettably, about 50 percent of the merchandise stolen from stores is taken by teenagers. Just imagine, our young charges are stealing to the tune of five million dollars every day. The attitude these young people have toward shoplifting is appalling. To them shoplifting isn't the same as stealing. To them it isn't stealing when you rob a big business, a mechanical, automated machine, a thing, a system to beat. The problem is here, and it's a mighty serious one. Retailers appeal to you teachers to help us cut back this spreading disease. Through partnership efforts we can lead our young people away from crime and into productive activities.

Business is asking distributive education teachers to become aggressively involved in (a) developing a better understanding of the retailer's role in the economy, (b) better understanding of the cost of doing business, (c) better understanding of the problems confronting today's retailer, and (d) assistance with the solution of these problems.

National Management Development Council for Distributive Education

This council is one of the most valuable national tools for gaining support for distributive education as it brings together the representatives of business with those of DE for their mutual interest. The council met on Monday afternoon, December 4. Chairman Phillip W. Schindel called the meeting to order and asked that the many business leaders present introduce themselves and state the companies or organizations they represented.

W. F. McCurdy of Sears, Roebuck & Co. set the stage for the session with some very interesting and thought-provoking remarks as to how the business community would react if distributive education were to be announced to them as a new entity. He stated that they would more than welcome the starting of DE because they would see the many obvious advantages it offered their businesses. It is a story we need to be constantly telling to remind businessmen of the valuable assistance we are rendering to them.

Brice Cecil reported to the group on the sub-committee's activities in revising the Statement of Purpose and Objectives for the Council. After discussion, Mr. Mount made the motion, seconded by Mr. Hampton, adopting the revised Statement of Purpose and Objectives. It was accepted unanimously.

John Hudson reviewed AVA purposes as they dovetailed into the work of the council.

Bill McCormick outlined initial work done by his committee to encourage formation and use of state and local DE advisory committees. Virginia and Texas were cited as on-going examples of what can be accomplished. Mr. Schindel announced that the council will use task force groups (as previously suggested by Mr. Walsh) to help spread the word to state retail associations, with the approval of the group.

Ed Nelson of the USOE distributed and explained some briefing papers on the current status of distributive education. DE now serves over one-half million people, half of these at the secondary level.

A panel of the heads of affiliate organizations of the DE Division then made a statement to the group as to the problems and opportunities in which business and DE should cooperate. The concerns involved a desire for cooperation on local, state, and national levels. It was suggested that DE personnel should be involved in the various meetings and conferences held by businesses and associations, that businesses help in developing and carrying out cooperative student training plans, that businesses sponsor news items and publicity on the youth activities, and that there be mutual involvement in research projects.

Mr. Hampton asked what could be done to further identify distributive education as opposed to other cooperative education programs. He felt that this problem has been a significant one.

The council members were enthusiastic in their desire to further provide the cooperation and support needed to further the DE programs. Specific mention was made of providing scholarships, speakers, teacher institutes, and research assistance.

Chairman Schindel then requested and received permission to ask that the affiliate groups be present in a formal continuing way for council endeavors. He expressed appreciation to all participants and received agreement from the group that the council should be expanded and the base enlarged to get the message about DE across to business and industry.

DE Division Chairmen – 1973 AVA Convention

The 1973 AVA Convention will be held in Atlanta, Georgia. The planning of the DE Division meetings will be under the direction of Chairman Edwin C. Pearson, Tennessee, and Co-chairman G. E. "Pat" Patterson, Florida.

The theme of the 1973 AVA Convention will be "The Place of Vocational Education in the Total American Educational System." Distributive Education Division sessions will tie into this overall theme as it relates to DE.

GUIDANCE DIVISION

Proceedings Recorder:
Edward D. Smith
Professor of Education
West Chester State College
West Chester, Pennsylvania

The theme of the 1972 AVA Convention was the role of vocational education in the total concept of career education. The various sessions conducted by the Guidance Division certainly provided a forum for meaningful dialogue centering on the articulation of guidance services with career education. The content of the divisional program resembled a fabric woven of many complementary threads. It was made up of elements which represent continuity from earlier programmatic efforts, models for planning future activities, and reports of projects generated and implemented during the past year. Throughout each of these were woven the terms career guidance, career development, and career education.

Collectively, the sessions described the many dimensions comprising comprehensive approaches to fusing guidance into career education. These included management for guidance in career education, the unique aspects of the guidance contribution to career education, integrating guidance concepts into the curriculum, strategies for job placement, preparation models for counselors in career education, and approaches to accountability in career guidance. Fleshing out these emphases were reports of the status of the Comprehensive Career Education Model; the Career Guidance, Counseling and Placement Project; and a variety of reports dealing with the many complexities relating to the provision of career guidance services.

POLICY COMMITTEE AND BUSINESS MEETINGS

The Policy Committee meeting was called to order by Charles G. Foster, division vice president, on December 1, 1972. The focus of this session was on matters pertaining to the emergence of a dynamic group of guidance-oriented professions constituting the Guidance Division. This unit is in the midst of mobilizing its resources to provide the leadership needed to promote, plan, and implement guidance activities which facilitate career development within the broader context of educational programming. In order to provide the basis for a coordinated effort in this area by the division, the Operating Policies for the Guidance Division were amended on March 4, 1972. The revised policies were reviewed, discussed, and accepted during the business meeting on December 5, 1972. For the information of the total membership the amended policy statement follows:

OPERATING POLICIES FOR THE GUIDANCE DIVISION

I. General purposes

The general purposes of the Guidance Division of the American Vocational Association are:

1. To develop high professional standards among the membership.

2. To initiate, maintain, improve, and extend professional guidance activities that facilitate the career development of all individuals, and contribute to the achievement of goals and objectives of the American Vocational Association.

3. To disseminate information about vocational education to guidance personnel, and to disseminate information about guidance to vocational educators.

4. To develop and maintain communication and constructive working relationships with agencies, organizations, and other professional groups having concerns for guidance.

5. To communicate the vital importance of the guidance function in preparing people for the world of work.

6. More specifically, the purposes of the Guidance Division are:

a. To encourage constructive working relationships among counselors, administrators, and instructional staff, as well as home and community resources to better meet the guidance needs of all individuals.

b. To work cooperatively with vocational educators to enhance both vocational education and guidance activities at all levels.

c. To encourage the recognition of all educational programs in the school and to provide all students with an adequate basis for choosing from among those educational opportunities.

d. To develop and foster concepts regarding the variety of educational motivations existing within students and the right of students to be able to implement their motivations by a wide variety of kinds of educational experiences.

e. To encourage the provision and expansion of career education at all educational levels in ways that emphasize the crucial importance of career development programs as a major component of career education.

f. To encourage adequate provision for career development as a major part of counselor education curriculum and guidance supervision responsibility.

g. To encourage research and evaluation studies in guidance related to career development and to communicate results in ways conducive to changing operational practices.

h. To encourage categorical support for guidance in all vocational education and career education legislation.

II. Membership

Members of the American Vocational Association who are professionally engaged in and/or interested in guidance are eligible for membership in the Guidance Division.

Eligible members typically are concerned with career awareness, career exploration, work experience, job placement, job development, counseling, institutional and program admissions, student financial aid, and student personnel and guidance functions, as well as the preparation of persons who discharge these functions. They are employed in, or concerned with, elementary, secondary, and post-secondary and adult education, including community colleges, technical institutes, area vocational schools, residential vocational schools, manpower programs, and noneducational settings.

III. Divisional organizations

A. Membership organizations within the Guidance Division may be developed as membership interest indicates.

B. Each organization shall elect its own officers.

IV. Vice president

A. *Duties.* The vice president shall:

1. Represent the division on the Board of Directors of the AVA in accordance with the AVA bylaws and will serve as chairman of the division's policy committee.

2. Perform other duties in line with the responsibility of his office in the growth and development of guidance in vocational education.

B. *Term of office.* The vice president shall serve a term of three fiscal years. In the event of a vacancy, the office shall be filled according to AVA policy.

C. *Qualifications.* Only members of the Guidance Division are eligible for nomination. It is further recommended nominees have the following qualifications:

1. Membership in the AVA for a period of at least ten consecutive years.

2. As evidence of leadership and interest in the AVA, a large percentage of those involved in guidance in his state should be members of the AVA.

3. A sound understanding of all vocational education and willingness to promote the AVA and its entire program.

4. Able to make time available and have sufficient clerical and secretarial help to effectively execute the responsibilities of divisional vice president.

5. Should have served on one or more AVA committees through which he could have learned something of the general policies and activities of the association. Should have a good attendance record at annual meetings of the AVA and have participated in the programs of his group.

D. *Process of nomination.* The vice president, if and when organizations within the division are formed, will ask the president of each of the divisional organizations to submit nominations for consideration by his group. Nominations can be made from either the divisional organizations or any individual member of the division to the vice president. The policy committee of the division will serve as the nominating committee, or the vice president, with consent of the policy committee, may appoint a nominating committee who will recommend not less than two or more than four nominees.

E. *Election.* The vice president is to be elected in accordance with AVA bylaws.

V. Policy committee

A. *Purposes:*

1. Assess direction and determine new emphasis and needs for guidance and relate these to the total program of vocational education.

2. Promote the total program of vocational education in a broader concept as it relates to the levels of instruction and functions of vocational education.

3. Maintain a continuous input into the overall structure of the AVA and its program of work.

4. Emphasize and encourage vocational education programs for the disadvantaged and the handicapped.

5. Serve as a consultative and advisory body to the vice president on all matters relating to policy.

B. *Meetings.* The policy committee will hold an annual meeting at the time of the annual AVA convention, a regularly scheduled spring meeting, and other meetings as the vice president may deem advisable.

C. *Membership:*

1. The membership of the policy committee shall consist of 11 voting members and four ex-officio members.

2. Seven voting members shall represent the division on the planning committees of the AVA departments.

3. Three voting members shall represent the division at large. Each must be judged to be competent in the area he represents.

4. The remaining voting member of the policy committee shall be the vice president of the division who shall serve as chairman.

5. The ex-officio members without vote shall be: (a) the representative of the division to the Resolution and Program of Work Committee, (b) the division program chairman, and (c) two guidance specialists employed by federal agencies chosen by the policy committee.

D. *Term of office:*

1. The term of office for these members of the policy committee, who represent the division of the AVA department planning committees, shall be the term designated by the AVA Board of Directors. These members will be recommended by the policy committee to the AVA Board of Directors under a rule that stipulates that none may serve more than one successive term in this capacity with the exception of those one-year appointments made in the year which the division begins its operations.

2. The three members of the policy committee representing the division at large will be recommended to the AVA Board of Directors by the vice president of the division for a three-year term with one new appointment being made each year. In the initial year, the vice president shall recommend three members, one for a one-year, one for a two-year, and one for a three-year term.

3. The representative of the division to the AVA Resolution and Program of Work Committee shall serve a term consistent with the AVA committee schedule. He may not serve successive terms in this capacity with the exception of the one-year appointment made in the year in which the division begins its operation. He will be recommended to the AVA Board of Directors by the policy committee.

4. Members of the policy committee shall not serve successive terms as members of this committee with the exception of such members who may be nominated for the office of vice president of the division. The vice president of the division may serve no more than one term in this capacity.

5. New policy committee members who will fill unexpired terms or who will replace those whose term has expired will be recommended to and approved by the Board of Directors during the annual convention. Recommendations to replace those whose term has expired will be made by the policy committee.

E. *Officers.* The officers of the policy committee shall consist of the vice president, a vice chairman to serve in the absence of the chairman, and a secretary. Other than the vice president, the officers shall be elected by members of the policy committee from its membership on an annual basis. The duties of the chairman shall be to preside at all meetings; the vice chairman shall serve in the absence of the chairman; the secretary shall keep a record of the minutes of all meetings and transmit the minutes of these meetings to members of the policy committee and to AVA Headquarters.

VI. Committees

A. *General and special AVA committees.* Members of the division may serve on general and special American Vocational Association committees according to the provisions of the AVA bylaws or policies of the Board of Directors. A member can serve on only one general or special AVA committee. Policy committee members cannot serve on any other committees.

B. *Divisional committees.* Members of the Division may serve on general or special committees of the division.

C. *Appointment and terms.* Appointments to both AVA committees and divisional committees shall be made by the divisional policy committee and approved by the Board of Directors. The term of AVA committees will be consistent with the AVA committee structure. Terms of division committees will be set by the division policy committee. All terms will be based on the calendar year. Before any appointments will be made to AVA committees, assurances will be made that they will be able to attend the AVA annual conventions and to meetings called by the division.

D. *Reports.* Each divisional committee chairman shall submit an annual written report of the committee activities and recommendations to the chairman of the policy committee with copies to each member of policy committee at least fifteen days prior to the annual business meeting of the division.

VII. Meetings

During the annual AVA convention, the division will hold at least one officially announced business meeting. Members of the division present at this business meeting shall constitute a quorum.

VIII. Budgets

Committees anticipating funds for proposed activities for the coming fiscal year shall submit in writing to the vice president of the division a request together with a description of the proposed activity by April 1, prior to the fiscal year in which the funds are expected to be used. The vice president shall forward such requests to the Budget Committee of the AVA for its consideration and will notify the committee chairman of the action taken.

IX. Amendments

These policies become operative upon the approval by a majority vote of those present and voting at an official business meeting of the Guidance Division at the 1971 AVA Convention and the AVA Board of Directors. They may be amended by submitting the proposed revisions in writing 60 days prior to the annual AVA convention to the vice president who in turn will notify within fifteen days the members of the policy committee and the presidents of the divisional organizations. Any such proposed revisions receiving the supporting majority vote of those attending and voting at the next business meeting of the division during the AVA convention and approved by the Board of Directors of the AVA shall be considered adopted and will become a part of the operating policies of the Division.

X. General AVA policy

If any statements or policies included in this document are in conflict with the articles of incorporation, bylaws, or operating policies of the American Vocational Association, such items are null and void.

XI. Distribution of policy

Provision shall be made for depositing a supply of copies of this statement of operating policies in the office of the executive director of the AVA. These shall be available for distribution to members of the division when requested.

The business meeting was an active session, and extended dialogue took place on several issues. Of central importance was the work of the NVGA-AVA committee for the preparation of a statement concerning career guidance in vocational education. The first draft of the paper was judged inadequate and it is in the process of being reworked. Copies of the draft are available from Vice President Foster, and your reactions are solicited.

Another timely topic discussed was the content and format for a series of seminars planned for the fall of 1973. The seminars were proposed and approved last year at the Portland convention for the purpose of involving more members and dealing with the crucial issues facing the guidance movement. Additional information relating to this activity is available from Ken Hoyt, University of Maryland.

The final significant piece of business conducted at the Chicago convention was the election of a vice president for the Guidance Division. Nominated for the position were Gene Bottoms, Georgia State Department of Education; John Ferguson, University of Missouri; Ken Hoyt, University of Maryland. The first vote cast resulted in a tie, and in a runoff vote Gene Bottoms was elected to the post.

Other discussions at the business session dealt with a wide range of topics such as the implication of revenue sharing legislation on guidance service in the future, the sections of Part B, Title I of the Higher Education Act which relate to guidance, the program of work for the division, activities of the publications committee and editorial board, and possible restructuring of the organization.

GENERAL SESSIONS

The content of the general sessions clearly reflected the widespread concern for and attempts at improving the career guidance element of education at all levels and in varied settings. The theme for the many sessions conducted by the Guidance Division continued to be career development. The following sections will attempt to summarize the highlights of these sessions.

Management for Guidance in Career Education

A team of Georgia educators, Gene Bottoms, Duane Hartley, Jerry Purser, and Larry Gess, addressed the importance of management systems which monitor objectives and outcomes to the viability of guidance in career education. This is a comprehensive process which requires the interfacing of the state department of education and local systems as programs are developed and implemented. It also requires the active participation of colleges and universities to develop staff able to deal effectively with the requirements of career guidance and career education. If such programs are to maintain this tripartite cooperative effort on a state-wide basis, legislative support in the form of fiscal authorizations are required, and strategies by which these goals can be achieved must be identified. Of particular use in Georgia have been such techniques as involving members of the state general assembly in planning, participating, or observing programs in their local school districts; work with boards of education; providing input to the staff people associated with the general assembly; attempting to tie projected outcomes of career guidance to the governor's educational goals so that his commitment for support can be gained. Together these require that guidance professionals help to educate the various decision-makers or influential groups to the importance of support for guidance as a significant component in career education. Finally, a comprehensive program requires program evaluation of both the products and the processes assumed by the objectives.

Guidance Contributions to Career Education

The compatibility of the basic thrusts of the guidance movement and the concept of career education was the content for a session early in the program. The case was presented by Ed Smith, West Chester State College, that the implementation of guidance-based career education programming can be accomplished by focusing revitalization efforts on curriculum development, resource and information systems, and the professional role of the counselor. Both guidance and the programming resulting from current career education concepts are based on the hypothesis that all individuals in their growth and developmental processes should be involved in experiences that will help them to pursue their own interests, to evaluate their own abilities, and to come to decisions about their lives. In order to meet these objectives, revisions in current curricular offerings should contain approaches which are reality bound, self-oriented, and personalized.

In addition to the curricular vehicle as a means of facilitating vocational maturity, Dick Swails, Pennsylvania State University, discussed the function of informational resources properly articulated to course offerings and student experiences as an essential component of one's career exploration and resultant decision-making. If the objectives of a comprehensive career education program are to be met, educators must be able to identify the complete range of resources and make them accessible to students and others in a meaningful manner.

Frank Burtnett, APGA staff member, discussed the professional role of the counselor in terms of the demands resulting from the implementation of career education programs. The major point established was that the functions of the counselor can only be determined by the competencies possessed by that individual. Given this truism, the plea was made to not resist change, to develop positive attitudes toward cooperative efforts with others interested in the development of young people, to strive to acquire new skills relating to the career development dimensions of the student's overall growth, and to honestly attempt to fuse the contribution of guidance with the broader career education program at the various levels and settings of implementation. In short, use those unique skills and competencies you possess to make the guidance aspect of the broader educational program responsive to the demands of the individuals for which it was designed to serve.

Guidance Concepts in the Curriculum

Several approaches to the infusion of career guidance concepts into the curriculum were discussed by representatives of the Toledo, Ohio Public Schools; Unified School District No. 1, Racine, Wisconsin; Pikeville, Kentucky School District; and Knox County, Tennessee Schools. While each program differs from the others in a variety of dimensions, there is the common denominator of coordinated effort at the local school district level to develop and implement a more relevant curriculum. Gene Kyle described how the Racine School District used the Wisconsin Career Development Model as the springboard to generate changes in the local curriculum. The state-wide model prepared in Wisconsin was developed to conceptualize the career development process and to serve as the framework around which local school districts create their programs. A review of the role of the counselor in this program was also discussed.

"Career Guidance: Here's How We Do It" was the topic of a lively presentation by Jama Roman of the efforts in the Toledo School District to operationalize a career education program. The Toledo plan combines three different ways to integrate a career theme into the curriculum: the concept focus, the cluster focus, and the discipline focus. The concept focus orients students to the world of work through basic concepts about work. The cluster focus introduces occupational exploration activities through the medium of career cluster or job families. The discipline focus matches various skills needed in different occupations with skills obtained in school subjects. Each focus supports the other two, and all three approaches are necessary to create an impact on the student and to have one involved in a learning process.

Attention to the career development elements of an elementary school curriculum was generated by a discussion of the Pikeville, Kentucky project. June Watson described the five basic concepts woven into that program as the integrating theme. They are: interdependence, defined as the study of the interlocking nature of human relationships; responsibility and freedom, defined as the study of one's obligations to self and others; value of differences, defined as a study of the ways individual differences provide a distinctly positive aspect to one's future as a worker; and, dignity of all work, defined as a study of the ways in which, collectively and individually, each worker makes a positive contribution to our society.

William Jolly of the Knox County, Tennessee schools outlined their approach to providing career relevant programming. This is a comprehensive career guidance program, but only the orientation phase conducted in the ninth and tenth grades was discussed. The orientation phase is built upon the skills and experiences of the earlier awareness and exploration phases. The specific objective of this component is that the career orientation activities, the acquired skills in decision-making, the exposure to an array of occupational information, and the personal encounters with peers and instructors will culminate in a rational, considered tentative career decision and an educational plan relating to the decision.

Exemplary Local Guidance Practices

Sessions dealing with exemplary vocational guidance practices at the local level were conducted by guidance practitioners from California, Texas, and Illinois. Martin Gerstein and Warren Bellows, respectively, described the elementary and secondary components of the California Career Guidance Demonstration. The La Mesa Spring Valley School District serves as the elementary component in a consortium demonstration center with the San Diego County Department of Education. The organizational pattern of the La Mesa School District is one of a year-round school. As such, this pattern affords the opportunity for career guidance and career education activities during the 15 day intersessions when attendance is optional and when traditional school activities do not interfere with program innovations. Much of the student involvement during the intersessions consists of study trips built around a career cluster. These experiences highlight both awareness and exploration in the real world surrounding the students. Classroom activities during the regular 45 day blocks are varied. Teachers are assisted in developing career related activities into their regular instruction while the guidance-based activities focus on self-awareness and the expanding self-concept. An in-service component is also featured which basically deals with evaluative procedures related to this type of program. At the secondary level the activities of the demonstration project are

3

concerned with the increasing specificity of career choice among the students. Thus the project schools, according to Warren Bellows, concentrate on information systems and the providing of assistance to students in the use of available information. The vehicle for the varied services is the Career Development Center which is the focal point for the collection and use of information needed for the decision-making process.

Perhaps one of the best known of any locally developed career information systems is the Computerized Vocational Information System at Willowbrook, Illinois, School District. Keith Turkington described the CVIS program and presented evidence of its value to both the student and the counselor. Many consider CVIS to be an operationalized prototype for the ideal computerized information system. Additional information about CVIS can be secured directly from the school district.

A presentation detailing the process and content of a team approach to career education was made by Darryl Laramore of the Sonoma County Office of Education in California. In this effort emphasis is placed on the creative endeavors of teams from schools which include administrators, counselors, teachers, paraprofessional workers, and in some cases, students and parents to design curriculum guides for career education. Stressed was the idea that cooperative effort among team members to design and implement career education concepts via the curriculum was the keystone of effective teaching and maximum leading.

Carol Anderson reviewed the salient aspects of an experimental and demonstration project conducted in Houston, Texas. The design for the project was to develop a guidance program utilizing group techniques to prepare young adults for a positive transition from high school to suitable employment or post-high school training. Essentially what occurred was the training of school personnel, i.e., counselors, teachers, and administrators, as group facilitators in the use of the group guidance program curricular materials and techniques. The materials dealt with three major content areas: self-awareness, labor market information, and techniques for gaining employment. Students in the program meet in small groups based on the assumption that collectively the students are aware of many facets of the world of work and if properly stimulated can teach one another more effectively than an adult can teach them through formalized presentations. Utilizing this approach, the purpose is to provide the opportunity for the learners to change as a result of their own experience, thus becoming better learners.

Job Placement Needs

An informative and perhaps controversial session dealing with job placement needs of students was conducted by placement specialists working with school-aged youth. The controversial dimensions of this type of service, of course, stems from the resistance generated by many counselors concerning the job placement function. David Pritchard of the USOE discussed some contemporary perspectives relating to the job placement needs of students. It was emphasized that placement is a process and not an event and as such is influenced by a variety of factors in the life space of the individual both in a horizontal fashion at a given point in time and vertically over longer time spans. Many variables to be considered were discussed and included such things as the discrepancies in the employment patterns for minority group members, the magnitude of the approaching 25-35 year old age group, the increases in part-time employment, the elevated educational levels of youth and correspondingly higher aspiration levels, the issue of underemployment of many individuals in all age ranges, job dissatisfaction, and poor entry level job skills.

In addition to the address which highlighted perspectives on job placement needs during the plenary session, three seminar sessions were conducted which addressed the characteristics of operationalized placement programs fashioned to deal with specific sub-populations. Lillian Buckingham explained the basic rationale and process used by the Baltimore, Maryland, City Public Schools to provide placement for the students. The basis for their involvement in placement is that one of the basic concepts of our way of life is a belief in the right of each individual to make his own choices and decisions. Guidance programs in Baltimore focus attention on aiding youth to study all evidence given through counseling experiences to determine one's course of action. The placement function has been established as an integral, identifiable aspect of guidance for youth planning to enter the work world.

Since placement must be available to youth for part-time, temporary, summer, and permanent openings, the staff must reach out to youth through announcements, bulletins, and assemblies. Students register with their school counselor for an interview with the coordinator. The coordinator interviews the student in depth to determine students' choices. Prior to any referrals to jobs, the potential workers are oriented to the employers' world through job clinics, class meetings, and group guidance sessions.

The placement of students in employment does not end here. All students who were engaged in the cooperative education programs are evaluated formally. Every student who is placed on a permanent job is followed up for three months and one year. A follow-up letter is also sent to the employer to elicit critical analysis of the employees' work and recommendations for curriculum changes.

William Kelsay, a representative from Region V of the Department of Health, Education and Welfare, discussed the job placement procedures established for the Rehabilitation Service. He stated that the ultimate goal of all rehabilitation services to handicapped persons is gainful employment. Suitable job placement is one of the most challenging and rewarding aspects of the entire rehabilitation process. The counselor may well be proud to introduce the qualified client to the employer, as it represents a service to the client, the employer, and to society.

Placement is a hallmark of the rehabilitation process and as such should be given our prime consideration. A placement service enabling handicapped persons to become useful and productive is a basic principle of rehabilitation. This service should include: (1) evaluation of the client's abilities and readiness for employment, including a determination that work attitudes and habits are acceptable; (2) appraisal of the degree to which the outcome of training or other service is consistent with anticipated results; (3) development of the placement plan; (4) providing occupational information that is current and local; (5) instruction in job seeking skills; (6) anticipation of problems that the client is likely to encounter in both his job seeking activities and entry into employment; (7) assistance to the client as necessary in carrying out his job seeking plan; and (8) appropriate follow-up with clients and employers on entry into employment, and later, to assure adjustment to job demands.

The programs of the National Alliance of Businessmen for disadvantaged youth were presented by John Condron, a vice president of NAB. According to the speaker the total cooperation and interface between the various segments of business and education are absolutely essential if a successful program of career exploration, motivation, and placement is to be conducted for disadvantaged youth. The NAB program consists of four basic components all designed to break the poverty cycle in which many young people are trapped. The first program is entitled Guided Opportunities for Life Decisions and involves the youths directly in career and self-exploration. The key theme running through this phase of the program is that there is no ceiling on aspirations. Complementary activities are conducted for teachers and counselors in which they are exposed to the realities of the business/industrial community by real and simulated experiences. The intent of the Career Guidance Institutes is to make school personnel more effective with aspiring future workers as a result of knowing something about various forms of non-education-based work and workers. Another activity conducted by this organization is a "living witness" program. The Youth Motivational Task Force's principal objective is to provide successful role models for disadvantaged youth. NAB also conducts a program through which the business community provides technical and resource augmentation to the curricula of colleges which are essentially attended by blacks and/or other minority group members. The blending of these complementary activities has resulted in significant gains in career development and job placements among disadvantaged youth across the nation. According to Mr. Condron, NAB solicits your interest and involvement in their program.

Preparation of Counselors

The session dealing with various models for the preparation of school counselors in career education was chaired by Ken Hoyt, University of Maryland. In his introductory comments, Dr. Hoyt emphasized the lack of substantial change in the training of counselors since the 1950's. Further, it was stated that now is the time to stop the flow of ill-trained or partially-trained counselors to the schools of this country. It may be premature to assume the existence of a perfect approach to the preparation of counselors for involvement in career education programming, but three innovative models were described by Robert Swan, Cas Heilman, and Tom Sweeney. The purpose of this session was to explore possible models for the preparation of counselors who can really make a contribution to the facilitation of career development of today's youth. Various schemes and approaches for the development of programs continue to be discussed, but we must start seriously considering where the properly trained personnel will come from in the next several years.

Robert Swan, California State University at Long Beach, explained the approach used at his institution to prepare career guidance specialists. According to the speaker, a properly prepared career guidance specialist is a school-based expert in career development, career information, and career training opportunities. The career guidance specialist would not carry a regular student or teaching load but instead function as a consultant to the "general practitioner" counselors, other pupil personnel specialists, work experience coordinators, and faculty. He would also function as a liaison person charged with bringing the community into the schools with career and training information and to take the school to the community through a variety of planned activities. The overall goal of the career guidance specialist is to promote activities which will result in students' manifesting planning behavior and decision-making related to the demands of the world of work.

Another preparation model developed at the University of South Carolina under the sponsorship of the General Electric Company was discussed by Tom Sweeney, Ohio University. This particular program placed primary emphasis on group processes as the vehicle for upgrading the career guidance competencies of practicing school counselors. As a result of conducting a number of summer institutes, Dr. Sweeney believes that: (1) direct involvement of participants in work and training settings through "shadow" experiences contribute heavily to their understanding of a variety of job environments; (2) although resource materials, techniques and ideas related to vocational guidance are quite important, the really crucial areas for change are with attitudes, and to some degree, prejudices as they relate to blue collar work, women in the labor force, minorities in leadership position, etc.; (3) group procedures used in training provides models of the kinds of groups and activities which can be used upon return to the counselor's school setting as can the individually developed project which is designed to be implemented during the school year following the institute; and, (4) resource people from business, industry, labor, and various segments of education are needed to help us bridge the creditability gap as it relates to the genuine concern of these people for the best possible guidance of our young people.

The presentation given by Cas Heilman, Michigan State University, spoke more to the point of a changing role for counselors than of an actual preparation model. Of course, his intent was to demonstrate that training must flow from the demands of the job and the functions to be performed. The current thrusts in career education and parallel restructuring in schools with other labels demand many changes in the preparation of counselors and teachers. Implications for the preparation of guidance personnel are great. Obviously, the number of teachers requiring guidance-oriented in-service and pre-service will appreciate. The leadership and coordination skills required of guidance personnel will also be substantially increased. More specifically, the following areas will need strengthening:

1. Teachers need more experiences in guidance-oriented skills and specifically career information.
2. Guidance personnel will require greater leadership and communication skills related to faculty relations.
3. Greater competence will be required in the areas of community relations and community resource utilization.
4. More expertise will be necessary in career information delivery systems.
5. Skills must be strengthened in assessment and evaluation of students as they relate to decision-making, career planning, and preparation.
6. More understanding will be needed of career development theories and practices.

Accountability: A Continuing Need

The need for program accountability was reinforced in a session conducted by representatives from career education projects being conducted in Georgia and an evaluation team from the University of Missouri. According to Paul Scott, Research Coordinating Unit Director in Georgia, evaluation is viewed as a key part of Georgia's career education projects. It should be incorporated into the project from the preparation of the original proposal to the analysis of the final program outcomes. Such a total fusing of the evaluation activities into the actual project requires careful planning. Georgia career education project personnel use a problem-solving approach built around "seven centers of concern" as a means of organizing their planning effort. The seven centers of concern are: (1) the lack of evaluation know-how, which includes such problems as stating measurable objectives and the collection of baseline data; (2) purposes of the evaluation, including problems in pinpointing the exact information project administrators want from the whole exercise, (3) personnel concerns focused on training and utilization of local staff as part of the evaluation team; (4) time, used as a center of concern to insure the efficiency of the evaluation; (5) cost, used as a two-dimensional center for determining program transportability costs, and planning for the actual cost of the evaluation; (6) logistics, used as a center to group all of the supply and support services into a manageable package; and, (7) utility of the evaluation results, used to plan for and to design the presentation of the results in a form that can be easily understood by both lay citizens and the uninitiated professional.

The evaluative process built into the Georgia projects is the program development and evaluation model developed by Frank Wellman, University of Missouri-Columbia. Earl Moore, University of Missouri-Columbia, discussed the process used in planning and conducting an evaluation of career development programs. The process includes the generation of goal statements which reflect the basic concepts to be attended to in the program. Flowing from these goal statements are objectives and activities designed to accomplish the desired outcomes of the objectives. It was emphasized that proper evaluation starts with the inception of a program and continues to the final stage of the evaluative report and analysis. Those persons interested in detailed information about the Wellman model and its implementation are invited to contact Dr. Wellman directly.

National Efforts

Two major activities with national significance are under way with support from the United States Office of Education to focus attention on the development of expanded and improved career development-oriented guidance programming commensurate with the national thrust of career education. Status reports were given on the Comprehensive Career Education Model being developed at the Center for Vocational and Technical Education, Ohio State University, and the Career Guidance, Counseling and Placement Project conducted by staff at the University of Missouri. Complete and detailed information is available for the interested reader from the director of each activity. Because of space restrictions in this article and the readily available information about these efforts, very brief statements will be made concerning each project.

Walter Adams, Coordinator of the Guidance and Support Systems Unit, reported that within the CCEM, selected aspects of the guidance program and the school counselor's role are under consideration. These aspects relate to the school counselor's responsibility for program organization and delivery of career development experiences to students as a part of this overall career education process. The basic challenge is to evaluate the scope of the present program and reorder priorities to achieve more intensive involvement of the counselor with all students. The strategy for accomplishing this task is to focus positively on developing the rationale and related guidance and counseling modules for either direct or indirect counselor delivery. These modules are to be organized in a programmatic manner throughout grades K-12.

Problems encountered in the implementation of various components of the CCEM in two of the school districts functioning as test sites for the model were discussed by Fred Dyer of the Jefferson County, Colorado, schools and Kathleen Smith of the Atlanta, Georgia, schools. Both presenters agreed that attitudes of both staff and community are key issues in the successful introduction of a career education program.

The session devoted to the Career Guidance, Counseling and Placement Project was chaired by Norman Gysbers, University of Missouri-Columbia, who is the project director. A summary of the basic purposes and accomplishments of the project to date were given by John Dagley, University of Georgia. The project was designed to encourage and assist each state and several territories in the development of comprehensive guidelines and related materials for career guidance programs in the respective states and territories. The staff associated with this effort functions in a leadership and technical assistance role with the responsible state level personnel. Further, the project serves as a clearinghouse for the states in respect to published career development materials. Project staff provide consultative assistance to states as they develop guidelines and conduct implementation workshops.

Progress in the states of Utah and New Hampshire toward the creation of state-level guidelines for career guidance was reported by Lynn Jensen and Josephine Hayslip. In each state the guidelines were developed by task forces of local educators following the conceptual model generated by the national project staff. Both states have formulated guides for comprehensive career guidance programs, and both are in the process of field testing the model. Interested persons are invited to contact the persons listed above at the state department of education in each state for additional information on their projects.

David Pritchard, United States Office of Education, who serves as the monitor for this project, concluded the session by reporting that every state is involved in the project and progress is being made by many toward statewide guidelines for career guidance programs within the schools. Further, Mr. Pritchard cautioned that central to our efforts in career education should be concern for fostering self-identity among students and not just the proliferation of activities.

HEALTH OCCUPATIONS EDUCATION DIVISION

Proceedings Recorder:
Chester S. Rzonca
Teacher Educator, Program in Health Occupations Education
The University of Iowa
Iowa City, Iowa

POLICY COMMITTEE MEETING

December 1
Presiding: Dale F. Petersen
Recorder: Mary D. Vick

The meeting was called to order at 9:20 A.M. in Parlor 13, Conrad-Hilton Hotel, Chicago, Illinois.

Committee members present were: Ellen Abbott, Wilma B. Gillespie, A. Louise Harding, Lewis Holloway, Elizabeth E. Kerr, Dale F. Petersen, Joan Stoddard, Marion Thomas, Robert Tomlinson, Richard Gamel, and Mary D. Vick.

Visitors present were: Lane C. Ash, Stephen Denby, Jack R. Hatfield, Dwight Marshall, Chester Rzonca, Milferd Rosendahl, and Dave Terry.

The minutes of the March 3, 1972, meeting were accepted as read.

The process for election of the vice president was explained by Chairman Petersen, and the criteria for selecting vice presidential nominees was distributed. It was related that the Nominating Committee had selected two names, and proper credentials were distributed on these two. Any person nominated from the floor must also have proper credentials and must have given their consent. The election will take place Tuesday, December 5, 1972.

Joan Stoddard gave a report, "A Feasibility Study for a Vocational Youth Organization for the Health Occupation Curriculum," prepared by James L. Navara of the Oregon Board of Education in cooperation with other members of the task force appointed at the Portland Annual Convention by Chairman Petersen; namely, Joan Stoddard, Portland, Oregon; Catherine Jung, Fort Worth, Texas; and Jack R. Hatfield of Frankfort, Kentucky. Based on this study, a one page abstract was formulated and is available.

Two types of student organizations were identified, 1) career motivation, and 2) the instructionally minded. Two questions were asked: (1) Are the present organizations doing the job? (2) Is there a question of identity? To the question, "Is there really a general concensus among health occupations that there is a question of identity?" Mr. Hatfield said that based on the questionnaire returns, the answer was yes. Some objections were raised. Louise Harding indicated that in Pennsylvania the health occupations worked well with VICA. It was suggested that the name VICA lends itself to the difficulty for identification. It was suggested that the difficulty might be more between urban versus rural communities than between the different states.

Robert Tomlinson gave a report on the collaboration conference held last spring in Chicago. The group consented unanimously to give commendation to Elizabeth Kerr, Robert Tomlinson, and Dale Petersen for their contributions and involvement in the report prepared by the National Conference to promote collaboration efforts for health manpower preparation and utilization.

The chairman reported an approximate 30 percent increase in membership since last November.

The meeting was adjourned at 12:40 P.M.

PROFESSIONAL MEETINGS

General Session
December 2
Chairman: Dale Petersen
Hostess: Lois Langdon
Recorder: Frank Mulhern

Topic: The Credentialing Process
Speaker I: William K. Selden, Director, Study for the Accreditation of Selected Health Education Programs

I will describe some of the basic factors in regard to SASHA in order to give us a basis for discussion. This is a study initiated by the American Medical Association through its council on medical education and the advisory committee to the council, the advisory committee for allied health professions and services. It was conducted on a cooperative basis with the other two sponsors, the Association of Schools of Allied Health Professions and the National Commission on Accrediting. It focuses the study on those selected fields, 15 in number, comprising the allied health field, in which accreditation was being conducted on a collaborative basis with the American Medical Association. There had been, as some of you well know, unease, unhappiness, a feeling that there should be major changes or minor changes, so that both factors led to the initiation of this study.

The final report contains three sections. The first is a summary of the main issues presented in the staff working papers. The second is a section entitled "Basic Policies for Accreditation," a pioneer effort, since there were previously no such documents to which we could refer. We did believe that there were basic policies that should be enunciated that could well be applied to all postsecondary education. The third section of the commission report in turn contains three sections. The first part of the third section of the entire report presents a series of alternatives to the current situation in its accreditation of the 15 allied health programs.

The second part of the concluding section of the commission report comprises conclusions, and these conclusions were an attempt to enunciate certain specific philosophical principles that related to the relationship and responsibilities of the health profession. The third section contains specific recommendations relative to the way accreditation might be restructured for the 15 fields. I do not want to go into great detail but would like to read several of our conclusions to you.

Conclusion A–"When oriented toward the needs of society, specialized accreditation of health educational programs provides a necessary vital service to society and should therefore be continued." This states that, as a commission, we were convinced that in our society non-governmental accreditation when oriented primarily for the need of society and not towards the protection of a particular profession is a major means of providing surveillance and help and assistance, particularly in the health field.

Conclusion B–Fundamental changes in the organization of accreditation of allied health education programs are needed to promote improvement in inter professional relationships, to provide greater assurance to society that the accreditating process will be conducted in the public interest, and to provide a more equitable balance among the many diverse parties having a legitimate interest in the accreditation of allied health education programs. Now, the organizations taking action have not directed their attention to this particular segment or to the one following, but they have directed their attention toward the implementation. But it is the importance of the acceptance of these principles that I enunciate repeatedly and not specifically how they are implemented.

Conclusion B – follows the one that I have just read. Physicians must be intimately involved in the process of accrediting programs in all of the selected allied health fields. However, the approval of standards of accreditation for these programs of study must be subject to a final authority that represents no single profession. I am simplifying this, but I am pointing out that we are talking about issues in which there must be a give and take, and there must be an understanding of the other points of view. There must also be a recognition of the historical developments which have lived with the situation to the present time. These developments, I insist, provide a structure which while it is not appropriate for the present, was very logical in its development and provided many benefits to us which are easy to overlook. Let me read one more. The accreditation of allied health educational programs must be organized to improve both its effectiveness and its efficiency. Now I won't go on further, but I wanted to give you a sample of what we had concluded in our study. There are several other points that I should mention.

I stated that our study was related to accreditation and was directed to the issues particularly with regard to 15 fields. By the time our study was complete, the number of fields in which accreditation was being conducted on a collaborative basis for the final supervision of the AMA had increased from 15 to 20. There are six other organizations currently seeking approval from the AMA for inclusion in this group. We directed our study to the 15. I will further add that there are some within the 15 that indicated a strong desire to conduct their accreditation independently of the AMA. There are others which are not now and do not seek affiliation with the AMA.

Now the second point that I would like to mention before I sit down is this. We often look at accreditation as though it were a distinct function from the other activities in what are now commonly known as credentialing. As I read the definition of certification, accreditation, and licensure, it was my intention that we must not encompass these three in one small part, but as we review and analyze ways to improve any one of the three or to make changes and adjustments it is necessary for us to recognize that they are so interrelated that changes in one will have influence on the other. All three, particularly accreditation and licensure, are conducted for the benefit of the public welfare. That is their primary but not their sole purpose. Now the third and final comment is somewhat repetitious to what I have already had to say. But it is in a broader context that I would like to conclude. I do this not with the idea of a threat that we should do something or somebody else will, but I must point out to you that if the health professions cannot collectively reconcile their differences on matters such as accreditation, the only alternative in our society is for the federal government to assume greater responsibility than most officials of the federal government wish to exercise. We must recognize that as professions are constituted they do not represent the public. They represent the members of the profession, and society has accorded to them certain prerogatives, (for example, accreditation) which are functions for the betterment of the public. If these functions are not conducted with primary interest for the public welfare, it is necessary for the government representing all of us to exercise pressure. In so doing, it may bring in certain civil political pressures which may or may not now be existent in the present operation. I do not say this with the idea of threat; I do not say it in spirit of what bemoaning might happen. I merely state that within our society it is better for us to have a balance of forces by which services can be better conducted.

Speaker II: Don Frey, Executive Director, Health Careers Council of Illinois

What I would like to do this afternoon is talk about credentialing of personnel by institutions and how this may affect education in the health field. Basically, institutional credentialing allows the institution to determine who does what within the framework of that institution. An experimental program involved with institutional credentialing is currently being conducted in Illinois.

There are several reasons why institutional accreditation is being investigated. The first involves the managerial point of view. With our present compartmentalized system of producing health workers, the idea of a health team is only honored in language. There is no concerted effort to prepare a team to serve the whole patient. Second is the proliferation of health workers encouraged by preparatory programs. Third is the point of economic determinism. Third party payment subsidizes the health industry and allows for the payment of personnel who may be over-qualified or overpaid. The fourth reason for looking at institutional credentialing is social. Most health professionals are a product of the middle class who can afford advanced training. Institutional credentialing may provide opportunities to people from disadvantaged backgrounds. Finally, there is the legal question. The Supreme Court of Illinois in 1965 ruled that a hospital practicing medicine is responsible for the activities performed under its direction. It should therefore be responsible for determining who is qualified to perform certain functions.

Institutional credentialing has existed for a long time. The coronary care nurse who practices medicine and possibly surgery under existing rules in an institution is practicing something that she is not licensed to do.

Physicians are licensed to practice medicine and surgery in all of its branches in the state of Illinois. Credentials get you into an organized hospital medical staff; then what you are allowed to do within that institution is determined under the rules and criteria set up by that medical staff. If you prove to be incompetent on a continuing basis, they remove those privileges.

One of the things institutional credentialing is forcing us to look at is patient care and medical service. What is quality patient care or quality medical service? Your definition here becomes essential, because you have to test your product against your definition, and there is an awful lot of work in quality determination being done right now.

I am willing to bet you that if we got into credentialing as a supplementary or alternate method of qualifying personnel, you would still find 80 out of a 100 patient care technicians in an institution coming from the conventional nurse education and maybe 20 percent of them through in house approval.

Most people are still going to get their education in a conventional process if institutional credentialing isn't the most efficient way of producing a better way of educating ourselves. We are talking about an alternative method here in all probability, not one that is going to transplant everything that we have been doing. And incidently, how many of you are working at the job that you were educationally prepared for?

Speaker III: Thomas J. Ginley, Associate Secretary, Council on Dental Education, American Dental Association

This is an era of accountability and due process both in education and in accreditation. Although education has become more sensitive to both of these issues in recent years, it is only very recently that accrediting agencies have been required to exercise similar concern.

Specifically the role of specialized accreditation is based on the premise that:

1. there is a demand for the services of a given occupation or vocation;
2. there is a need to determine the educational program necessary for preparing the occupational or vocational practitioner;
3. the identification of the educational qualifications related to program

development is a shared responsibility between educational institutions and professionals within the field associated with the occupation;

4. appropriate specialized agencies or associations are in the best position to offer institutional guidance and to provide educational standard development and meaningful input into educational institutions that are developing programs according to established criteria;

5. the public is entitled to know which institutions offer acceptable training in a given vocation or occupation.

Clearly, these steps are interrelated and have developed an immense enterprise of specialized and professional accreditation. This growth, however, has not been without its difficulties.

As I see it, specialized and professional accreditation is heading on a collision course with the demands of society, the changing role of educational institutions, the demands of government, and, quite pragmatically, the financial capability of institutions to meet the demands of accrediting agencies. Although I am a representative of a specialized accrediting agency, one must take the position of the devil's advocate occasionally and admit that there is a real world beyond the confines of a special interest area.

Many of you are perhaps aware of the respective roles of the U.S. Office of Education and the National Commission on Accrediting in regulating, to some degree, the accrediting activities of regional, specialized, and professional agencies in the United States. In recent years, the U.S. Office of Education has become increasingly prominent in the field of accrediting agency review. Currently it is necessary for an accrediting agency to gain recognition and undergo periodic review by the U.S. Office of Education and the National Commission on Accrediting to determine continued eligibility to function as a recognized accrediting agency in the United States. On the basis of this recognition system, certain criteria have been established which must be met by the individual accrediting agency in order to secure this recognition. The criteria used by the U.S. Office of Education to recognize accrediting agencies is, in my view, sound and has as its primary motive a goal shared by the National Commission on Accrediting and hopefully by all specialized and professional accrediting agencies, i.e., the improvement of the educational process through better accreditation procedures.

In recent years, some have become skeptical and critical of the increasing role of the U.S. Office of Education in the affairs of accreditation and, hence, education. I, for one, shared that concern, yet I realize now that the motives of the U.S. Office of Education are sound and are simply being developed because we, as voluntary accrediting agencies, have been remiss in a part of our function and perhaps have to some degree violated a trust granted by society. This, of course, is the hard view of our existence, and what must be understood by all of us is that the criticisms cannot or no longer shall be ignored but must be dealt with in an intelligent manner. Obviously, a government agency has begun to indicate the way to go. Guidelines are there, and they demonstrate the critical need for a strong spokesman and regulator for voluntary accreditation in these United States.

The intent of these comments is to direct the consideration of the credentialing process, from the viewpoint of specialized accrediting agencies, to indicate the changes necessary to sustain some reasonableness and value for accreditation. With this theme as a basis, I suggest the need–and I am convinced there is an urgency associated with it–for a strong agency to be developed through the proposed merger of the National Commission on Accrediting and the Federation of Regional Accrediting Commissions of Higher Education. While this organization should include specialized and professional accrediting agencies as well as appropriate public members, the agency should not simply be a spokesman or agency of our specialized interests, but must rather be developed into the mechanism which regulates and controls all voluntary accreditation in the United States.

In the final analysis, independent specialized accreditation can no longer exist in a vacuum, and what is being asked of us by others is no more than we should ask of ourselves—reasonableness in the affairs of accreditation.

General Session
December 3

Chairman: Robert Tomlinson
Hostess: Joan Stoddard
Recorder: Jack Hatfield
Topic: Forum: Articulation and Accommodation

The following session consisted of three panel presentations supplemented by audience questions and comments. Individuals from the audience having questions and comments participated with the panel following each presentation. Because of space limitations, audience participation has been omitted, and each panel member's presentation has been edited to reflect only main ideas.

Panel I
Speaker I: Ruth-Ellen Ostler, Chief, Bureau of Health Occupations Education, Division of Occupational Education, New York State Education Department.
Topic: Articulation and Accommodation Between Secondary and Postsecondary Programs from the Operational or Administrative Point of View.

The most important concept relative to both accommodation and articulation is awareness of vested interests. The secondary institution must be concerned with students going to a postsecondary school, and the postsecondary institution must be concerned about what can be done to aid incoming students.

There must be a total working relationship by both institutions, boards of education and/or trustees, administrators, students, teachers, parents, etc. In addition, there must be clearly set objectives, and positive action must be taken to aid their accomplishment.

A comprehensive approach must provide for total interaction of administration, faculty and curriculum, not just on paper, but in commitment and action. A coordinator representing both levels should be appointed and supported by a local articulation committee. The committee should be broadly representative, including both levels, the community, professional organizations, students, etc.

Articulation efforts can be fostered by meetings between administrators and faculty from both levels, staff inter-institutional visits, and regional and state-wide meetings for proficiency and challenge exams and the ladder concept. Operationally, articulation can be aided by joint facility utilization, joint faculty appointments, secondary students enrolled in community college courses as high school seniors, adults enrolled in basic programs in secondary schools, and joint planning and equipping of occupational facilities.

Speaker II: Jean Clawson, State Supervisor, Health Occupations Education, California Community College
Topic: Curriculum Factors in Articulation

Curriculum is one of the biggest problems, since it requires cooperative planning and the equating of content at both the secondary and postsecondary levels. Some of the problems are administrative in that released time and permission to discuss content among the secondary, postsecondary, and adult education levels is not granted. There must be agreement among health specialties and levels, in writing, as to what should be taught at each level. The time necessary for such cooperative curriculum development must be made available.

Curriculum committees and rigid schedules hinder cooperative development and, in fact, determine what is covered and how well, in terms of depth and scope. Further, hierarchical feelings in nursing preclude cooperative developments among the educational levels.

Speaker III: Wilma Gillespie, Graduate Assistant, The Center of Vocational and Technical Education, The Ohio State University

Topic: Articulation from the Educational Organization Standpoint and Community Linkages for the Learning Experience

Consideration must be given to who should be involved in decisions and community linkages, and when the community is involved, what decisions should be expected of them?

The effectiveness of community relations can be measured by answering the following questions:

1. Who should be involved?
2. Where are we now in the planning process?
3. Where do we wish to be?
4. How will we get ourselves there?
5. How will we know when we get there?

Learning objectives should be established as a means of communicating with clinical agencies. These will help to guide both the educational and clinical agency in providing a beneficial learning experience. At the same time, responsibility should be accompanied by authority. The educational experience of the student in the clinical area should be emphasized. This is often prevented by differing philosophies and supervision practices.

Speaker IV: Lewis D. Holloway, Coordinator, Allied Health Education Programs, University of Iowa

Topic: Reaction to Previous Panel Members as an Educational Administrator and as an Administrator of a Clinical Facility

Dr. Holloway made the following points in his remarks:

1. Perhaps specific technical skills should not be developed at the secondary level.

2. Individuals should be prepared to think and analyze through programs in the behavioral sciences as well as in the basic sciences.

3. Individuals should be prepared to be flexible, to be able to change roles as they move through their educational careers.

4. Objectives should be developed to communicate not only with clinical facilities but with the learner as well.

5. Consideration of the learning experience should be tempered by consideration of the patient.

Panel II

Speaker I: Frances McCann, Assistant Dean, Health Careers Programs Triton Community College

Topic: Articulation Between Community Colleges and Upper Division Colleges

While students changing majors or career choices may be expected to lose credits, such credit loss should be held at a minimum. Illinois currently has two upper division universities to provide for articulated programs. A cooperative arrangement provides for credit by both the community college (Triton) and the universities for an internship. The development of transfer programs has been assisted by the growing enrollments of community college programs. (40 percent of the students enrolled in higher education in Illinois are at the community college level.) The articulation process, which includes those programs formerly considered terminal, is insured by having a coordinator at each concerned institution. The two-plus-two concept is becoming prevalent in Illinois as well as nationally.

Speaker II: Frank Mulhern, Head, Health Occupations Education, Kirkwood Community College
Topic: Articulation at Less Than the Associate Degree

Credit should be provided for the short-term health worker who wishes to enter one-year programs. Credit-equivalency and evaluation should be provided at no cost to the student. Regular programs should be supported by remedial courses. Consideration should be given to the disadvantaged as a manpower pool even though they cannot afford college programs. More flexibility is needed in the health field to accept competencies of the worker interested in lateral as well as upward mobility.

Speaker III: Donna Story, Chairman, Nursing Education, Northeast Iowa Area Vocational-Technical School
Topic: Articulation from an Associate Degree in Nursing to a Bachelor of Science in Nursing

Some parochialism is identified on the part of senior institutions by their unwillingness to accept similar courses taught at the community college or vocational-technical school.

Options should be available to those students who wish to progress beyond the associate degree, with programs articulated in such a way as to prevent the unnecessary repetition of courses.

Career ladders should be thought of as levels of success, and individuals should be encouraged to reach their fullest potential.

Speaker IV: Chester Rzonca, Assistant Professor, Program in Health Occupations Education, University of Iowa
Topic: Over-concern with Articulation

Community colleges are obsessed with the need for articulation with the four year colleges and universities. They should be mindful that the purpose of terminal programs is to prepare individuals for employment, not for further education. They should also be aware that articulated programs will require higher entrance requirements at the community college level.

Equal community college concern should be directed toward upgrading the practitioner through short-term courses. Universities should not be expected to develop an upper division program for each health specialty offered at a community college even though it seems that competencies are only important if they can be applied to a higher degree.

Community colleges should capitalize on their articulation experiences with universities by improving their articulation relationships with secondary schools.

Panel III
Speaker I: Caroline Rosdahl, Supervisor, Health Occupations Education, Technical Education Center, Anoka-Hennepin Independent School District, Anoka, Minnesota
Topic: Student Selection

Backlog is a necessary evil of the open-door policy. Backlog necessitates discrimination. Under such a policy, students can successfully evaluate a curriculum and their own potentialities with the result that they can select themselves in or out of a program. They should have this right to try to decide if a particular program meets their needs.

Speaker II: Milferd Rosendahl, State Consultant, Program in Health Occupations Education, University of Iowa
Topic: Open-door Policy

Most open-door policies mean open-door to the institution, not to a program. The open-door policy leads to programs which are over-subscribed. Learning theory stresses that student interest is developed through meaningful experiences, but the open-door policy can keep students from a certain program, thus hindering interests and learning.

The amount of backlog is, to a large degree, controlled by available clinical facilities. The open-door policy based on first-come, first-served invites a higher attrition than admission policies based on realistic requirements. Another consequence is that the backlog leads to the initiation of new programs which may or may not be needed. Admission should to a degree be determined by manpower needs and placement.

Speaker III: David Stiles, Instructional Consultant to the Faculty, Division of Health Sciences and Technologies, Kalamazoo Valley Community College, Kalamazoo, Michigan
Topic: Open-door Policy

The open-door policy is here to stay. We need more sophisticated tools to match students to programs to cut down on failures. The emphasis should be placed on what students can do when they leave the institution, not on when they enter. On the other hand, the student should have a clear idea of the competencies needed to complete a program, those he possesses, and those he needs.

Modular instruction based upon needed competencies will enable students of varying abilities to remedy deficiencies. Such instruction allows all students "a try". Established competencies should be shared with feeder schools as an aid to articulation. Competencies also aid articulation with institutions of higher education. Modules available to students in the clinical experience stage help in the review of basic material.

Speaker IV: Katherine Loomis, Director of Nursing, Kirkwood Community College, Cedar Rapids, Iowa
Topic: Open-door Admissions

Open-door admission requires that teachers be prepared to accommodate the learner in that they must provide learning experiences appropriate to the individual student. Unfortunately, many teachers cannot deal with the wide range of students assigned to them, and teacher education institutions are doing little to provide them with competencies necessary to individualized instruction.

Furthermore, few administrators are willing to provide the staff time necessary to provide individualized instruction. Open-door policies as now existent result in a huge backlog.

General Session
December 5

Chairwoman: Frances McCann
Hostess: Katherine Loomis
Recorder: Madge Atwood
Topic I: Ladder Concept Program in Nursing
Speaker: Donna Story, Chairwoman, Nursing Education, Northeast Iowa Area Vocational-Technical School

The ladder concept program in nursing education was developed during the winter of 1969. The philosophy of the school is to allow each student to reach his full potential. In order to allow all students to reach their full potential, Area One realized that in addition to the Practical Nurse Education Program, a program to educate registered nurses must be initiated. The faculty at Area One believe that students should not have to repeat courses which contain the same knowledge and skills that they have already obtained elsewhere. We are interested in the knowledge that a student has, not the number of credit hours.

The ladder concept program is designed to admit all students as nursing students rather than to differentiate between the practical or registered nurse level. All students progress through the same courses for three quarters of study. It is during the third quarter that pre-admission tests are given to allow the students to evaluate their knowledge and skills with individuals who are at the same level of study. The student makes the decision whether he wishes to continue his education beyond the fourth quarter to the registered nurse level or to finish his education at the first level.

The admission criteria to Area One are: (1) completed application, (2) high school diploma or GED, and (3) PACE (pre-admission classification examination score of 51 percentile or above). Individuals who score at the 50 to the 40 percentile are allowed to enroll in a developmental program; upon completion of the program they are admitted as students. Area One has an open-door policy, which means that students are admitted on a first-come, first-served basis rather than selected on the basis of past educational history.

Students who desire to complete their education at the first level or as practical nurses take a different four quarter course than students who choose to go on with their education. The course for students who are going to become practical nurses in medical surgical nursing places emphasis upon the role of the practical nurse on the health team. Students who continue their education to the registered nurse level start their science course in the fourth quarter.

The science course is an integrated course which emphasizes physiology. Students will also take a freshman college sociology and psychology course.

Area One requires all students regardless of their intention to continue their education to the registered nurse level to write the National League for Nurses State Board Examination for Practical Nurses. We do this for two reasons: (1) to give the student the experience of writing a state board examination and (2) to allow the student who may desire to work during the school year to work at the level of experience and salary of a licensed practical nurse rather than that of a nurse's aid.

The students who choose to continue their education to the registered nurse level will return to Area One for four more quarters of study. The total program is four quarters for the practical nurse and eight quarters for the registered nurse.

Our students have been very successful with both the Practical Nurse and the Registered Nurse State Board Examinations. Our follow-up studies indicate that our students are successful practitioners.

Topic II: Core Curricula

Speaker: Bea Palen, Former Consultant for Health Occupations, State of Wisconsin – Presenting for Anita Smith, Chairman, Health Occupations Education Department, Western Wisconsin Technical Institute

This presentation describes short-term core curricula in the health field designed to introduce individuals to: (1) the health field and the roles of health workers, (2) health concepts and records, (3) an understanding of human behavior and self, and (4) communications skills.

Specialty courses are provided to prepare persons for roles in dental assisting, EEG, medical records, practical nursing, and as ward clerks. The program based upon administrative support involved three separate but related areas: (1) working with the faculty, (2) the scheduling and development of facilities, and (3) the development of methodology.

A faculty committee was appointed to develop the cooperative activities. The committee identified those agents restricting change as well as those necessary to provide change. Those agents identified as restricting change were: (1) rigidity, (2) complacency, and (3) professionals identifying themselves as specialists and preferring isolated curriculum development. The agents fostering change were (1) creativity, (2) innovativeness, and (3) professionals who viewed themselves as teachers in the health occupations area and who believed that curriculum development was a unified team approach.

In regard to facilities, consideration was given to the science and skill laboratories, autotutorial instruction, and facilities necessary for specialty areas. These needs were identified in addition to the usual requirements for lecture classrooms and supporting library services.

The methodology began with a review of the literature and proceeded to the examination of philosophical considerations. The project proceeded to the development of instructional objectives and the identification of commonalities. The planning has been implemented, and an evaluation procedure is being conducted to determine the appropriateness of learning experiences.

Topic III: Pediatric Assistant Programs and Regional Medical Programs

Speaker: Elizabeth E. Kerr, Director, Program in Health Occupations Education, University of Iowa Regional Medical Programs

The main thrust of Regional Medical Programs Services of the Department of HEW and its 56 constituent parts is to improve the health care delivery system, so that quality health care is available to all people in our nation. This thrust, of course, implies a concern for manpower. Funds are therefore available for regional medical programs to assist in the upgrading or continuing education of health care personnel.

This upgrading of personnel is accomplished with the close cooperation of comprehensive health planning agencies. In each state there is such a comprehensive health planning agency under the aegis of the office of the governor. Each state also has comprehensive health planning "B" agencies which are area-wide components of the "A" agency. It is at the "B" agency level that most effective cooperative community planning can take place.

Vocational-technical educators should respond to the evident challenge; we should make ourselves known and contribute to comprehensive planning. It works both ways. We have much to contribute and much to gain.

Pediatric Assistant Program

Several years ago, the pediatricians, and I think that they deserve a great deal of credit, began looking at the functions that they were performing and questioned seriously whether it really took people prepared at their level to do the majority of functions that they were carrying out. They decided that they would look at their own functions and determine what of their then vested functions they might be willing to ask members of a potential team to carry out with them. They concluded after having done the study that 80 percent of the functions they currently perform could be done by somebody with less formal preparation. They are very frank about it, and have shared their study widely.

As a result of this study and the cooperative concern of the American Academy of Pediatrics, the American Medical Association, and the American Association of Medical Assistants, *Essentials for Approved Programs to Prepare Medical Assistants in Pediatrics* have been published. A companion publication, *The Pediatric Assistant: A Program Development Guide*, has been developed by the Program in Health Occupations Education, University of Iowa. This program guide was developed at the request of, and under a contract with the Bureau of Vocational Technical and Adult Education, U.S. Office of Education. The titles of "Medical Assistant in Pediatrics" and "Pediatric Assistant" are the result of evolution and can be used synonymously. Dale Petersen, myself, and Grace Gould, who was employed as the principal investigator, worked with a national committee comprised of the above mentioned associations and other appropriate personnel in the development of the guide.

The guide describes the development of a pediatric assistant program which is an associate degree, technical-level program. It is not a recipe book describing what to teach on a course by course basis. Rather, it is a comprehensive look at all the components of planning a program, and it speaks to accommodation, articulation, the types of students who might be admitted with advanced standing, advisory committees, and so forth. I hope it will be of assistance to those of you who wish to develop such programs.

Topic: Secondary Programs in Health Occupations Education

Speaker: Jan Danford, Curriculum Director, Capitol Area Career Center, Mason, Michigan

The presentation by Miss Danford described a comprehensive approach to the development and implementation of secondary health occupations education programs which are articulated with a local community college. The programs are based upon a systems approach. Basic considerations which led to its development follow:

(1) A system that will allow an individualized "prescription" style curriculum, based on how each individual learns best.

(2) A "bank" of occupational information

a. Job task analysis on demand occupations with performance objectives based on the task analysis for each occupation, the performance objectives to be available by module.

b. Curriculum outlines will be developed.

c. Instructional methods will be identified in conjunction with instructional materials and different modes of learning.

d. An analysis of equipment being used in industry today and that projected for the next five years will be a guide for purchasing equipment.

(3) Development of a system of management (of objective #2) that would permit an individual student to move at his own pace through a prescribed curriculum.

(4) The system would integrate all subject matters (basic skills, job skills, etc.) as it pertains to the reaching of an occupational objective.

(5) Allowance for a teacher to become a "manager of instruction" via computer-assisted record and instruction control.

(6) The system would provide an efficient means of continuous on-going evaluation of the student's progress towards meeting the stated performance objectives.

(7) Provision of a system that would allow for quick updating and evaluation of occupational training.

(8) A SYSTEM DESIGNED SO THAT THE PROGRAM ITSELF CAN BE ACCOUNTABLE TO BOTH STUDENTS AND INDUSTRY BY BEING CAPABLE OF MEASUREMENT OF ITS ABILITIES TO MEET THE GOALS AS STATED.

Prior to initiating each program, a local task analysis was completed. The task analysis was used as a base to identify performance objectives, which were in turn used as a base for the development of modules for instruction. Evaluation to date indicates that a truly meaningful program in terms of content is being provided and that instructionally each student can in fact proceed at his or her own pace. While it will be some time before students are ready for employment, assurances have been received from local health employers for placement of graduates of the programs.

Topic: Modular Approaches in Health Occupations Education
Speaker: David Stiles, Instructional Consultant to the Faculty, Division of Health Sciences and Technologies, Kalamazoo Valley Community College, Kalamazoo, Michigan

Mr. Stiles described modular instruction as an approach which could be used to overcome some of the following problems which are encountered in the preparation of health personnel:

1. The diversity of health occupations.
2. The need to train students of diverse backgrounds and prior training
3. The uncoordinated variety of preparatory institutions
4. The lack of coordination of educational training and actual needs.

The preparation of health occupations personnel should be based upon (1) task analysis, (2) performance objectives, and (3) stratified modules at the basic and advanced levels.

Modules were identified as information or activities which are defined by a small number of performance objectives, related both in subject and depth, and which may be presented and evaluated as a single unit or in sequence with other units. Modules are characterized by: (1) specific introduction and purpose, including necessary prerequisites; (2) performance objectives identifying entry and terminal behavior; (3) multi-media presentations and related activities; (4) study questions and problems; and, (5) self-tests.

The advantages of modular instruction were identified as: (1) identifying and providing for remediation, (2) rapid analysis and restructuring of courses, (3) use with a minimum of instructor assistance, and (4) appropriate to any learning strategy.

The preparation of health personnel modules can be grouped into three areas, each containing several specific modules divided into basic and advanced levels. The areas are termed: (1) the core, (2) the cluster, and (3) the occupation. As an example, all students in the health area would be exposed to the core module. Students could then elect specific cluster modules in cluster areas for preparation in the dental or nursing fields. From the cluster experience the student moves to specific occupational modules, i.e., from the dental cluster to the specific modules for preparation as a dental assistant or dental hygienist, or from a nursing cluster module to preparation as a licensed practical nurse or an associate degree nurse, etc.

Such an educational system defers specific career choices since a student can profit from core and cluster modules without pinning himself to a particular occupation. He can take advantage of lateral mobility and shifts in employment needs. The system also allows by proper module selection the preparation of students who have had no previous training, such as high school students, or those who may be partially trained, such as armed services personnel, or persons trained for different but related health occupations. The use of modules also provides sufficient flexibility for their use in both in-service and preservice programs.

Ad Hoc Sessions

The Sunday session was devoted to a discussion of secondary school programs.

The Monday session was organized into buzz groups of special interest: (1) teacher education, (2) secondary programs, and (3) career mobility.

BUSINESS MEETINGS

December 2
Presiding: Dale F. Petersen
Recorder: Mary D. Vick

The meeting was called to order by Chairman Dale Petersen, who then introduced the program chairman, Richard Gamel of Iowa. Mr. Gamel called attention to the two ad hoc meetings planned for this convention as requested by the membership for time for questions and discussions of common functions. This time is unscheduled as to program content and should be used as desired by the membership.

Announcement was made of the coming election of a new vice president to replace Dale Petersen. An explanation of the process to be used in this election was given by the chairman. Notification that nominations were open was in the Spring Membergram.

The group expressed interest in the subject of secondary programs. It was decided to utilize ad hoc time Sunday from 12:00-1:30 P.M. for this project.

Report of Committee on Publications. Jean Kintgen of Illinois reported that the committee was making a list of publications available to the membership. This included some innovative approaches to health occupation educational programs. The committee desires further input from its members. A second letter is being sent out to state supervisors, and the committee is requesting assistance from anyone who may be aware of an innovative approach of any kind used in the health field and would appreciate having a brief description of the innovative program and the name of the individual from whom more information can be obtained.

Report from the AVA Armed Forces Committee. Dwight Marshall reported that although this committee has been in existence for three years, it has been weak. This year they are planning on re-structuring the committee to revive interest and to plan appropriate functions. He announced that the armed forces will not accept any nurse that has not graduated from an N.L.N. accredited program. The Department of Defense will aid the expenses of non-military members of the committee. Mr. Marshall expressed a sincere desire that this committee become active and productive.

Meeting adjourned at 10:20 A.M.

December 6
Presiding: Dale F. Petersen
Recorder: Mary D. Vick

The meeting was called to order by Dale Petersen at 9:15 A.M., after which minutes were read by the secretary and accepted as read.

Chairman Petersen announced that three members of the Policy Committee had terms expiring December 30, 1972, and that replacements were needed for Mary D. Vick, Adult Education Department; Joan E. Stoddard, Supervision and Administration Department; and Wilma Gillespie, Special and Related Department.

Another position expires December 30, that of Marian Thomas, Program of Work chairman, but this is an appointed position, not elected. Election of replacements was deferred until later in the meeting.

Report of the Nominating Committee for Vice President of the Health Occupation Division. Carolyn Rosedahl, chairman of the Nominating Committee for Vice President, presented the two candidates, Bert Marcom of Texas and Robert Tomlinson of Illinois. The floor was then opened for other nominations. Wilma Gillespie was nominated by Jack Hatfield of Kentucky, seconded by Elizabeth Gurney of Ohio. The motion carried. Vitae of Wilma Gillespie had been circulated previously.

It was moved by Charles Ford of New York, seconded by Dave Terry, that nominations be closed. The motion carried.

The candidates were requested to give no more than a five minute campaign speech on their position and reasons for accepting the nomination.

Prepared ballots were distributed to voting members. The tellers left to count the ballots.

Report on Membership. The following membership report was given by Milferd Rosendahl. In November 1971 there were 35,744 members in AVA. In November 1972, the number was 36,956. Health Occupation Education was 1,312 – an increase of 282 over 1971.

AVA in Atlanta Next Year, 1973. Sandra Bohen, Georgia, extended an invitation to all to visit Atlanta next year.

Task Force Report on Student Organization. Committee members were Chairman Tomlinson, Elizabeth Kerr, and Wilma Gillespie.

It was felt that it was a misunderstanding to feel that VICA was the only organization that could be formed. When VICA contacted the National Health Council, the policy was stated that the National Health Council provides for youth organizations, not for VICA alone: that we are not to make the decisions for the students, but to give them assistance in making their decisions regarding youth organizations. (Some prefer to call this "student" organizations instead of youth.)

Vice President Announced. The new vice president elected was Wilma Gillespie. It was moved and seconded that the ballots be destroyed. The motion carried unanimously. Chairman Petersen instructed the tellers to do so.

Election Results. The results of the election for Policy Committee members were: Dwight Marshall, Adult Education; Elbert Marcom, Secondary and Related; and Vi Bauer, Supervisor and Administrators. It was moved, seconded, and passed that ballots be destroyed. The chairman instructed the tellers to do so.

Student Organization Resolution. The resolution that had been tabled regarding student organizations was taken off the table by a motion from Elizabeth Kerr. Discussion followed. Ellen Abbott, California, was in favor of the position paper as it stands. Ruth-Ellen Ostler, New York, favored working within the existing state organizations, but not necessarily VICA. Vi Bauer, Alabama, spoke for promoting local option, since the regional organization should shortly be formed in the S.E. Elizabeth Kerr, Iowa, moved the acceptance of the resolution as written and until such time as it may be re-evaluated and changed. Seconded by Ellen Abbott. Discussion followed. Robert Tomlinson moved and Lewis Holloway seconded that the resolution be amended to read, "As per position paper – see paper." Motion carried unanimously. Discussion followed. Elbert Marcom feels the position paper is weak. Helen Powers said the National Coordinating Council on Health is focusing on the state goals, not operating independently. It was moved by Charles Ford and seconded by Dave Terry to close debate. The motion carried. The question was called. 39 were in favor, 23 opposed. The motion carried.

Resolution on Whether We Would or Should Not Support High Schools Representing a Single Discipline as Member Representatives. Discussion took place on this resolution. Dave Terry moved, and Elizabeth Kerr seconded to present the following resolution to the AVA Board:

> "Be it resolved that the AVA support the position that single discipline oriented public secondary schools are detrimental to the achievement of several objectives of secondary education, including those of career and occupational education."
>
> The motion as amended was carried unanimously.

AVA Journal. Ruth-Ellen Ostler expressed thanks to the group for help on the AVA Journal staff and asked that anyone having themes for publication send them in before April. The group expressed appreciation to Miss Ostler.

New Business:

George Bridges expressed dissatisfaction because of the imposition imposed upon the Health Occupation Division by the variety of meeting places for its meetings. Rick Gamel felt it unfortunate, but it was the decision of the Board, who paid little attention to his suggestions. He recommended that each individual draft a recommendation for consideration next year to the Board. Ruth-Ellen Ostler suggested that time for state supervisors be planned in next year's convention. Wilma Gillespie thanked all for their interest and participation and recommended a standing ovation to Dale Petersen for his dedicated service the past three years. Richard Gamel presented a gift to Dale from the members (an electric shoe polisher). Chairman Petersen expressed his appreciation for the opportunity of working with us. Mary Holstein, Indiana, felt we should have a meeting for instructors next year. The ad hoc meeting concept was accepted as a good idea.

Chairman Petersen announced that the Spring Policy Committee meeting would be held in St. Louis on March 1, 2, and 3, 1973 at the Hilton Inn.

The meeting adjourned at 12:10 P.M.

HOME ECONOMICS EDUCATION DIVISION

Proceedings Recorder:
Mabel Yates
Supervisor, Consumer-Homemaking Education
State Department of Education
Nashville, Tennessee

PROFESSIONAL MEETINGS

Topic: Career Education – A Point of View for Consideration by Home Economics Educators

Speaker: Dr. Elizabeth M. Ray, Professor, Home Economics Education, The Pennsylvania State University

I was invited to develop a paper about the concept of career education as it relates to and influences programs for which home economics assumes responsibility. I have chosen to include several provocative statements, because I consider it essential that home economics react to and act in relation to selected elements in the career education model which represent areas of blatant disagreement with concepts and philosophic positions usually considered central to home economics teaching.

According to Dr. Marland, the intent is to restructure the elementary and secondary school curricula,

> . . . to familiarize youngsters with basic information about occupations in the primary grades, to help them get exposure to real work situations in the middle years, and to prepare them in senior high school either to enter their chosen field with a marketable skill at graduation or sooner, or go on for technical or professional training at the college level (Marland, 1971).

I respond in a most positive way to Dr. Marland's intent to *restructure elementary and secondary school curricula.* Conditions in society and in the entire educational community make this a highly creditable objective. However, I see the core concept *career education* as much too simplistic to achieve the massive reforms needed. I see Dr. Marland's explication of his proposal as heavily laden with authoritarian notions of "who's in charge here."

We are part of a society which has long been skeptical about federal direction of education. We are now in a period of rapid social change when the most learned of social philosophers is tentative about the implications of these changes. It strikes me *as less than cautious* for one sub-set of the system to set itself single-mindedly in pursuit of one right model for education–and that *career education.*

I see the model for career education gaining validity from students of socialization who ask,

–How does the work of society get done?

–How is necessary manpower *trained, motivated* and *maintained* throughout the life cycle so that *specific roles* are *performed?*

In contrast, *I believe* that vocational educators along with general educators should be asking,

–How can we make life meaningful for people?

–How does one's work life add to or take away from one's real gut-level feeling about himself?

–How can we help people make critical decisions at strategic points in their lives?

According to Orville Brim (1966), the student of socialization is not concerned with understanding how society can be changed to fit man's nature better or to improve his personal adjustment and satisfaction, but rather to understand how man is taught to get the work of society done. This is essentially the position of manpower training personnel and of all too many vocational educators. Vocational programs built on labor market projections of need are blatantly anti-democratic and potentially dehumanizing. Yet these concepts represent critical elements in the career education model. In this context, role learning and role acquisition are probably the most important aspects of socialization, the key requirements of which would be: to know what is expected, to be able to practice the expectations, and to be willing to behave accordingly.

Emphasis is on acquisition of habits, beliefs, attitudes, and motives which enable a person to perform satisfactorily the roles *prescribed for him by society.* In this conceptualization *deviant behavior* occurs in any situation where the individual is ignorant of what is expected or of the ends sought, when the individual is unable to conform, when expressed or manifest personal values are incompatible with the ends implied by the role behavior, or when one is motivated to do otherwise.

Implicit in the career education thrust is the notion that schools will assume an active role in inducing attitudes and beliefs. If these attitudes and beliefs are compatible with the individual's personal experience, he is likely to succeed. Individuals who fail in "attitude adjustment," if you will, are selected out for remedial help or "resocialization." These are given such names as *disadvantaged, delinquent, handicapped, exceptional, deviant,* all readily identifiable as "potential or incipient dropouts." We see few words to classify, let alone strategies for accommodating, the needs of those whose experiences and abilities orient them to think "otherwise." I ask, will we ever come to class individuality and idiosyncratic behavior as normal?

According to Super (1963), career *development* refers to those aspects of the continuous flow of a person's experience that are of relevance to his fashioning of an identity "at work." To my way of thinking, making a living and contributing to the manpower pool of the system accounts for a very small, if not insignificant, part of the larger goal of "making a life."

The National Advisory Council on Vocational Education in its general report, dated 1968, had this to say:

> If education is preparation for life, and if practically everyone's life and opportunities for self-expression and self-fulfillment include work, then only the successfully employable are successfully educated (National Advisory Council on Vocational Education, 1968).

This statement is flawed, and I believe it has led almost directly to misconceptions which are reflected in Dr. Marland's career education model. A great many people in our society are successfully employed, yet lead highly unsatisfactory lives. These persons are not successfully educated and cannot in the fullest sense have found the essential opportunities for self-expression and self-fulfillment. Career education to be viable as a model and as a promise must be so designed as to attend to both *occupational* and *personal development.*

In contrast to an authoritarian ethic or even a work ethic as represented by a manpower development and training model and the career education model which imply that what is good for society is good for the individual, the humanistic ethic is built on the premise that only the individual himself can determine what is good or right for him. The democratic ethic affords this as a right, as well. The real choice in this context is between a satisfactory and an unsatisfactory life. Courage consists of *exercising one's choice* and *taking responsibility for the outcomes.*

Gellerman in *Motivation and Productivity* (1963, p. 290) proposes that health, safety, status, and all the other goals that supposedly *cause* behavior are only paraphernalia for attaining the ultimate purpose of any individual, which is *to be himself.* He goes on to say this:

> The ultimate motivation is to make the self concept real—to live in a manner that is appropriate to one's preferred rank, and to be rewarded in a manner

> that reflects one's estimate of his own abilities. Thus we are in perpetual pursuit of whatever we regard as our deserved role, trying to make our subjective ideas about ourselves into objective truths. When our experiences seem to be confirming those ideas, we are likely to feel that life is good and the world itself is just—but when we are denied the kinds of experiences to which we feel entitled, we are likely to suspect that something is drastically wrong with the world.

I might add that those who perceive the problem to be in themselves are mentally ill or at least neurotic. Nevertheless, our schools and the entire social system put forth some little energy to insure that individuals see themselves *to blame* for their own plight. People whom the schools name *slow learners* or *disadvantaged* and remove from the conventional educational stream of opportunity later appear on welfare roles as irresponsible, unemployable parents of out-of-wedlock children. The children are then handicapped by being named *ADC children* or *illegitimate* or *fatherless* (and even I know *there are no fatherless children and no illegitimate people*).

This slight digression is meant to point out that *people need help in taking charge of their own lives.* To make career education anything but a shallow and futile effort, the curricula of the schools must be reoriented to include much more significant attention to human development. It is my conviction, too, that schools must give considerably more credence to the notion that persons in one generation must accept responsibility for the welfare and nurturance of individuals in succeeding generations (Ray, 1970). Self-fulfillment at the expense of others leads to breakdowns in individuals and to deterioration of society. This phenomenon has persisted across history. Child development, family life education, and parent education, as well as consumer education and nutrition education are areas of curricula emphasis which must be incorporated into a restructured curriculum before there is any prospect for career or vocational education to make a significant difference in the occupational lives of people.

If a reoriented curriculum is to be successful in bringing marginal students into the mainstream of society, there must be attention to the broad aspects of social and psychological development as well as to vocational development. People with options need decision-making tools, and they need guidelines for judging the relative merit of alternatives. If, as some say, there is a breakdown in morals among the youth of America, one might well look at curricula in schools and ask, What have we done for youth lately?

Lawrence Kohlberg, after extended study, has evolved levels of moral development which point explicitly to the need to aid people to move toward advanced levels. He concludes that for socializing agents *to stimulate principled perspectives,* they must attend more fully to *the entire process of developing and crystallizing values.* He concludes from his studies that moral development results from interaction between structures in the social environment, including school and family, and the natural structuring tendencies of the individual. At each stage in the individual's development there is capacity for increased differentiation and integration—thus extending one's ability to resolve conflict. There must be some prospect that the products of our educational system will move toward level three as bases for deciding and acting.

Kohlberg's Levels of Moral Judgment

I. *Pre-conventional Level*
  (1) The physical power stage
    (deference to power and prestige)

(2) The instrumental relativism stage
 (hedonistic satisfaction of needs)

II. *Conventional Level*
 (3) The interpersonal concordance stage
 (pleasing others–gaining approval)
 (4) The law and order stage
 (doing one's duty–respect for authority)

III. *Post-conventional Level*
 (5) The social contract stage
 (legalistic–individual rights)
 (6) The universal ethic stage
 (decisions based on principles of logic, universality)
 (Kohlberg and Kramer, 1969)

If there is one among you who believes that the essence of life and thus the true purpose of education has been captured through the career education model, I recommend Parker and Rubin's small book on curriculum design called *Process as Content.* They point out that one task in reordering the curriculum is that of *utilizing the evidence gathered from a penetrating study of people doing things as they go about the business of life.* I would add to this the suggestion that one study the social context within which these individuals go about the business of life. Even more significant in view of Dr. Marland's goals for career education is a realistic appraisal of the political and economic context within which individuals go about the business of life, for this is the environment within which school systems function also.

Although I have no argument with the objective of insuring *curricula options* for youth *to explore career opportunities,* to *try on possible occupational roles,* and to *develop entry level skills for selected jobs*–to set a standard for graduation which *requires every student to have achieved* an adequate level of mastery and to be placeable, if not placed by the school–is unrealistic.

I reiterate–in the United States, education is a state and local responsibility. There is wide disagreement as to the broad purposes of education, and there are continuing and deeply felt differences in perceptions of the appropriate means for achieving said purposes. Communities and states take their cues from USOE policies and recommendations. They do not take the whole load. Students take their cues from schools, parents, and peers, and they do not take the whole load either!

The goal of placement or even placeability is incompatible with the entire concept of a free society in which opportunity and choice are points at issue. Freedom includes the right to flounder, to explore, to search for rainbows, and to fail. For individuals, failure is a natural and accepted reality. Schools and educators must acknowledge this real world of people, and begin to treat failure for what it is–merely an event in the continuing series called LIFE. If we could think of our products as having credentials which read *work in progress, makes up in spirit for what he lacks in skill, needs an extension cord to function adequately,* perhaps schools would be happier places for students as well as for teachers. It is foolhardy to commit schools to a fail-safe curricula model, for the products of schools are human beings, not merchandise, and not manpower, only potential.

In an era when legislated social reforms are finally bringing some prospect of freeing women and girls of traditional stereotyping, thus giving them curricula choices equivalent to those for men and boys, it is impossible for me to accept a model which creates another pipeline. This time the model requires one and all to fit a conventional pattern of occupational exploration, choice, and commitment—within specified time bands and experiential limits. If we home economists have not sold our birthright, we are humanists first, manpower trainers second. Could *we* home economists then press for the position that children and youth, most of all, must remain free to be whatever they can become! I see it as the priority business of the school to help individuals to recognize and evaluate *alternative lines of action* and to *develop strategies for keeping lines of action open.*

It is the responsibility of the schools, yes, of vocational educators, to insure their products of the *potentiality for adaptive action.* According to Abrahamson and others, the advantage goes to the individual with the greater number of lines *open*—greater maneuverability, if you will. In occupations as in other facets of life, records of school failure, health problems, court records, drug abuse, out-of-wedlock pregnancies, or children reduce options and decrease one's maneuverability.

Lines of action are all those possible and suitable action sequences for *translating aspirations into realizations.* Alternative sequences may lead to the same outcome. Specific objectives function to delimit the actions that are possible and suitable. Lines of action may be *open, closed,* or *committed. Open lines of action* include any series of actions that will fulfill expectations, while choice remains as potential for the given individual. For example, there are said to be at least two ways to get to the top of a tree: (1) get busy and climb it, or (2) sit on an acorn and wait for it to grow. It is self-evident that some choices are more rational than others!

Closed lines of action include otherwise suitable lines of action which are closed to a particular individual because of intellectual, emotional, social, or physical limitations or prior commitments. As you can tell from my previous haranguing on this point, I believe that the schools have given altogether too much energy to classifying and categorizing individuals in such ways that we close off lines of action for them. I believe that there is great danger in this procedure, first, because it is so damaging to the individual's self concept, and second, because such classifications are often based on unreliable and imprecise judgments. Some of the most compelling topics of social conversation focus on persons who accomplished *in spite of* advice and counsel given with the best of intentions by teachers and counselors.

Committed lines of action include sequences of action with penalties and costs so arranged as to guarantee their selection. Penalties may range from pangs of conscience to criminal prosecution. With regard to penalties, one may ignore or pay for overparking at a meter with nothing more than a casual afterthought, because this is not publicly recorded. One may accept rather lightly a ticket for running a stop light unless this uses up a point in a penalty system associated with one's driver's license. Running a stop sign and thus injuring, maiming, or even killing another human being is viewed in quite another context by both the individual and society. Generally the pressure of sanctions bring about the decision to act in particular ways.

More relaxed codes of ethics relating to shoplifting do not yet apply to being caught. More relaxed attitudes toward sexual alliances are not perfectly correlated with attitudes toward out-of-wedlock pregnancies, babies, and abortions. Emerging values relating to telling it like it is, being open and explicit in expressing one's views, are not perfectly correlated with penalties associated, for example, with *ratting on a friend.*

Howard Becker, from studies of adult commitment and values, has observed that people will do whatever they feel they must to remain committed to a person, a situation, or a line of action to which they are previously committed. *Commitments reduce options.* When one acts, he expends potential; thus one is well advised to examine alternatives, to look for trade-offs, to evaluate the opportunity costs and pay-offs associated with *alternative lines of action* and to consider consequences. While freedom is individually meaningful, it can be evaluated best in a social context. POWER is defined as potentiality for adaptive action, and the *advantage goes to the individual who recognizes, refines, and retains the greater number and variety of alternatives.*

I see the career education model as focusing too much attention on *closed lines of action.* I am committed to the position that it is the role and the responsibility of the school to guide individuals to see *lines of action* as *open* and *potential*—to help them to see and to believe that lines of action perceived as *closed* or *committed* may be opened or re-examined in the light of new value orientations and added experience, as well as in everchanging social, cultural, and technological contexts.

Education and home economics—both helping professions—can contribute much to insuring that individuals achieve some measure of satisfaction from living. *Occupational competence* and *commitment* I acknowledge as highly relevant and significant goals, but I challenge anyone to prove that they represent the essence of living.

The primary socializing and nurturing unit in this society is *still* the family—and thus the most significant source of one's identity and power. A case in point is the emission-free electric car which was on sale for $5000. When the salesman was asked to comment on such a steep price for a remarkably small and rather simply designed machine, he responded, "Well, the car itself is only $1000, it's the extension cord that costs $4000." I would propose that people and their occupational lives are like the electric car and the extension cord—without a power source to plug into, not much of significance is going to take place.

The career education model without a substantial base in human development, without well-articulated connections between the career development of individuals and their total development as individuals, family members, parents, and citizens will be like the electric car without its extension cord.

Home economics deals with matters of individual development in the family and social context. This emphasis is significantly missing from the career education model. We have a unique contribution to make in restructuring elementary and secondary school curricula. However, we must exercise our option soon—*LEST WE BE RELEGATED TO THE JOB OF REPAIRING MALFUNCTIONING EXTENSION CORDS!*

Topic: The Role of Home Economics in Career Education
Speaker: Dr. Mary Lee Hurt

(Dr. Hurt reviewed a number of developments in home economics education, after which she described more specific contributions of home economics to career education, as follows.)

The various curriculum materials being developed for elementary and junior high school level students which include aspects of home economics and the materials for use in offering programs in home economics-occupations will also make a contribution to efforts in career education. I will try to offer additional suggestions which I think are unique contributions which may be made by home economics educators.

Make an effort to be a part of teams of our colleagues working on career education experiences for students in elementary and junior high schools. These may be our fellow workers in vocational education, or they may be the elementary and junior high school general education staff. Whatever is included as career education experiences on these levels will be integrated in most cases as a part of the subjects already offered in the schools. For instance, there was evidence that some home economics educators were on the committees or had an opportunity for an input into materials developed in North Carolina for children ages 5-12, which I recently reviewed. Specific objectives for career education activities with children in the 3rd grade included: "Upon completion of grade 3, 80 percent of the students will describe how they interact with others in the home". The general objective to which these and other objectives pertained was "to help children develop an awareness of work and positive feelings about themselves, others, and their environment". Other specific objectives for career education activities for 6th grade students were: "Upon completion of the 6th grade, 80 percent of the students will be able to describe, by selecting pictures depicting, the types of decisions homemakers make in performing at least six roles in caring for the family"; "Upon completion of the 6th grade, 80 percent of the students will be able to identify by telling other students, in writing an essay, about the types of knowledge and skills needed for being a homemaker or homemaker-wage earner".

On the exploratory level, many home economics teachers participate, as members of teams in some schools, in offering students short-term (two-four weeks) experiences in different occupational areas. Students rotate from one teacher to another. Often both boys and girls participate in these programs. These programs provide an excellent opportunity to help early adolescents to see the need for preparing for both their home responsibilities and for jobs outside of the home. If all occupational areas are not represented on the team of teachers, the home economics teacher may provide exploratory experiences not only for home economics occupations, but also for other related occupational areas, such as the personal services, some of the public services, and fine arts. Among the teachers on the team, planning is needed to be sure students have an opportunity to explore all occupational fields. The Future Homemakers of America may be helpful to other students using their career wheel to show career opportunities with secondary, postsecondary, and college preparation.

Home economics educators provide a rationale for the need for a cluster of occupations under "Consumer and Homemaking-Related Occupations", or "Home Economics Related Occupation". Referring back to the materials developed for the 6th graders in North Carolina, another objective related to the "ability to describe the job title, characteristics of work performed, and projected employment demand for six jobs in each of the following 14 categories"—only 14, and the cluster left out was the consumer and homemaking category. Why was this cluster omitted? Also in reviewing materials used in the "Occupational Resource Manual" from Hawaii, there is a "Consumer and Homemaking-Related Occupations" category, but the listing of occupations under it includes only general consumer protection occupations, day-care center workers, and program assistants. The occupations of dressmaker, dry cleaner, presser, general maid, interior decorator, which we usually include as home economics-related occupations, were listed under "personal services," and the food service occupations are listed under "Hospitality and Recreation." On the other hand, in a little piece of material (we think from Pennsylvania) the consumer and homemaking occupations cluster was described and illustrated for use with children. This cluster includes occupations in food service, the clothing industry, home furnishings, home services, and family services, including workers with children, and older people. The description under the clothing area goes like this: "The second major area within this consumer and homemaking cluster is the clothing and textile industry, and occupations in this industry involve the design, production, maintenance, and development of clothing, rugs, draperies, and linens. Some of the people in this industry design clothing, some spin yarn, weave fabrics, sew and stitch; others may inspect finished products or specialize in the laundering, dry cleaning, or repairing of the product; others work at testing and developing new designs and materials".

There are no hard and fast rules to follow in the 15 clusters as suggested in the Office of Education materials on career education. We know that many of the sub-clusters could be grouped under more than one cluster. Also some clusters are perceived in relation to placement, and others are more related to subject areas, such as communications and media. All of the sub-clusters under consumer and homemaking – (or home economics) related occupations could probably be included under some other cluster, but we do have a sound rationale for grouping them as we have been using them, particularly as we think in terms of curriculum and instruction. One is that they are all occupations based on a body of subject matter from one discipline – that of home economics. These are occupations which utilize knowledge and skills in home economics, as stated in the Vocational Education Act of 1963. The other rationale is that all homemaking tasks–child care, care of the elderly, food management, furnishing and equipping the home, management of the home, clothing selection, construction and care, etc., – if perfected to a skill level, may be sold in the labor market for pay. Each task may extend to being a home economics-related occupation. There is merit, therefore, for clustering these jobs together for efficiency in curriculum development and instruction.

We can interpret the jobs carried out in the home as making up the "occupation of homemaking". We can look to the state of Florida and how they have interpreted homemaking education in a way that the occupation of homemaking is one of the occupations supported as a part of vocational education, as well as a bona fide part of the cluster of home economics-related occupations. State vocational education monies are used to help support all of the various aspects of home economics programs offered.

We can further interpret the need for all people to have preparation for the dual role–for their roles and responsibilities in the home and also for a job outside the home, in order to be successful in a career. This means that individuals need to prepare for both a career as homemaker and a career outside. All boys and girls, men and women need this preparation. We need to prepare youth for the dual role for a part of their lives, but also to recognize that women may be full-time homemakers for a part of their lives, and some for all of their lives. We do not want to make these homemakers feel guilty. We need to find ways of organizing home economics programs in schools so we can reach all students with certain minimum offerings and also with additional offerings for those students who need more or have a special interest in home economics. Considering the resources available, would it be better not to offer some of our homemaking III & IV courses, or second courses in foods and clothing (there may be only a few schools doing this at this time) and make available more family living courses, or home economics for seniors, which include basic help with consumer problems, with home management, with improving nutritional habits, with preparation for parenthood and family relationships? Many students are able to enroll in semester-or quarter-length courses in these areas, which is good. The "Consumer and Family Life Skills" courses are reaching postsecondary students in several states.

We need to be able to interpret the total scope of what home economics has to offer, so that students may select those areas most needed, and especially so that boys and men may enroll. Through our teaching of child development we can help youth and adults to appreciate the home as the first and probably the most important learning environment. Attitudes towards themselves, toward the roles of family members, towards work, and towards different types of jobs are first developed in the home. Older youth and parents need to be made aware of what they can do to promote in the home the first phases of career development, the self-awareness and orientation towards the world of work phases for the pre-school and early elementary children. Values towards work and toward family are probably formed by age seven. Through our contacts with families of our students, we can also help them to understand the importance of the home in career education.

Finally, a unique contribution which home economics can make to career education is continually to keep our attention focused on the children, the youth, the adults in the programs and ask just what is happening to them as a result of the various career education experiences. Our teaching in home economics has always focused on the students and their development. We need to keep this focus ourselves and also help some of our colleagues, who are more skill development oriented, to be aware of the total development of the student – as a member of his family, as a member of his school community, and as a potential worker on a job which he fits and which fits him. We can especially help potential drop-outs and disadvantaged students by helping them gain a feeling of self-worth as they experience real life learning experiences. As Gene Bottoms from the University of Georgia stated recently at our Region IV Workshop, "We can help interpret career education as more than preparation for a job – its real meaning and philosophy." He defines career as: (a) "something in which we can engage whether or not one receives money (this is where homemaking as a career fits in), (b) something through which one receives a personal fulfillment, and (c) something through which one has some sense of purpose for a better society and to help one's fellowmen." "Not what one does to live, but something one lives to do" is the career worth pursuing.

Topic: Partnerships for Research and Development in Home Economics Education

Chairwoman: Mary Lee Hurt, USOE, Washington, D.C.

Participants: Elizabeth Brown, Bureau of Home Economics Education, Albany, New York; Helen Nelson, Cornell University, Ithaca, New York; Gladys Grabe, State Department of Public Instruction, Des Moines, Iowa; Marguerite Scruggs, Iowa State University, Ames, Iowa; Allie Ferguson, Department of Education, Tallahassee, Florida; Agnes Ridley, Florida State University, Tallahassee, Florida; Rosemary M. Harzmann, State Department of Education, Trenton, New Jersey; Mary B. Kievit, Rutgers, The State University, New Brunswick, New Jersey; Ruth P. Hughes, Iowa State University, Ames, Iowa.

Hurt: One element of the philosophy of home economics education is that research is essential as a basis for program planning and development. Essentials within a state for successful research are: (1) a belief in research, (2) human and monetary resources for accomplishing research, (3) staff with research expertise, and (4) willingness to spend funds on research. Representatives from four states will present some research experiences.

Brown: Bureau of Home Economics Education staff provides consultant service to educational agencies in regard to improvement of instruction, advises and assists with the development of preservice and in-service teacher preparation, curriculum materials, and FHA, evaluates programs, and carries out program interpretation and public relations activities. A very important role of the state home economics staff is to maintain lines of communication with teachers, college staffs,and other units of the State Education Department. State staff has the responsibility for keeping alert to what is happening in local schools, such as concerns of administrators, enrollment trends, scheduling patterns, interdisciplinary activities,the teacher competencies considered essential for more effective teaching methods, and new resources to better meet the changing needs of students and families. The state staff works closely with other bureaus and units in the State Education Department. We attempt to keep college staffs and students abreast of developments in the secondary program. The state staff assists with interpretation of the occupational education position paper as it relates to home economics education in the state. This is a statement of policy and proposed action and includes both short and long range guides for the development of occupational education. The state home economics staff contributes to the development of the state plan. Accomplishments are evaluated, local needs considered, and plans developed for the next year. Proposals may be invited as a result of needs identified. The aid of specific colleges or local agencies is enlisted when special expertise contributes to meeting these needs. Guidelines for developing proposals are prepared by our staff or jointly with the staffs from other units. Staff members may work closely with local agencies who are writing and submitting proposals.

Staff members check (1) the relationship to an approved regional plan; (2) compliance with respect to the act, federal regulations, and state plan provisions; (3) applicability to meeting the objectives in the State's long range plan; (4) educational content. Applications judged eligible and appropriate are submitted to a review team for recommendations and action. Each person who reviews the proposal considers service to disadvantaged youth or adults and adequacy of supervision and evaluation plans. The letter of approval with recommendations comes from the director of occupational education supervision. The local agency sends periodic progress reports, depending on the length and nature of the project, and a final evaluation report. Members of our staff frequently visit the projects in operation as do staff members from other appropriate units in the State Education Department, such as occupational education research and continuing education. People representing many different interests and activities are involved in the total project. It is a team effort.

What difference does it make to home economics in New York State? What happens to the results? A few examples of ways in which findings may be used:

1. Materials developed and successful practices identified may be shared with local teachers, with local supervisors, and/or with college staffs. Materials may be loaned or findings summarized and disseminated through written communications, visits to local schools, meetings or conferences sponsored by colleges, the Bureau of Home Economics, or teachers' organizations.

2. Findings may provide implication for input to the state plan, for the development of long range objectives, and for the establishment of priorities that will determine activities for the annual work plan of the Bureau of Home Economics.

3. The curriculum adjustments, revisions, and up-dating needed may lead to further study in short and long range plans for change, the utilization of advisory groups, and the employment of curriculum writers.

4. Criteria used by state staff in assessing local programs may be revised.

5. The results of findings having implications for preservice and in-service education will be communicated to the Bureau of Teacher Education and to colleges.

In summary, in New York State an attempt is made to coordinate home economics education research and development activities. The initiation may come from college, local school district, or State Education Department personnel. Staff in the Bureau of Home Economics Education provide assistance in determining over-all objectives and planning projects, disseminate findings to concerned professional groups, and utilize results in establishing new priorities to stimulate and encourage research activities.

Nelson: Cornell's involvement with the Bureau of Home Economics Education in planning for research began in 1965 with a pilot study of a single comprehensive high school's offering of a new course in food service. Following that preliminary work, two studies parallel in focus and method were carried out in New York State. One project evaluated programs planned to train students for entry-level jobs in food services and child care services; the other replicated the process and assessed programs preparing students for entry-level jobs in health care services. A variety of evaluation instruments developed for the three studies have been reproduced and made available to New York teachers of home economics occupations courses. The Bureau of Home Economics Education has at times offered support for doctoral research to be awarded on the basis of an imaginative proposal incorporating sophisticated treatment of data and additionally expected to result in immediate practical benefit for home economics in secondary schools. One such project was awarded to a Cornell Ph.D. candidate. She developed curriculum materials focused on the dual role of homemaker-wage earner that were later incorporated into regional occupational education research involving high schools in four states. Developmental activities are also planned with our Bureau of Home Economics Education. Presently being carried out with funds granted by the state education department and with the cooperation of community service agencies is a preservice experience with disadvantaged urban youth. The program is designed to increase and develop abilities in three areas: (1) sensitivity, openness, and self-awareness; (2) communication; and (3) understanding of disadvantaged urban youth and community services. From the individual "contracts" that each student undertakes are coming carefully developed sets of teaching materials appropriate for disadvantaged youth. The latest research effort in which initial planning was done with bureau staff is the evaluation study involving newly designed home economics programs directed toward the improvement of consumer and homemaking skills of men and women who are not currently being served by school or community programs with such goals. This is formative evaluation which is expected to provide feedback to local programs and facilitate decision-making at the state as well as the local level. The evaluation will give basis for program modification and improvement as appropriate, providing information on a state-wide basis, yet preserving each center's privilege of planning its program to fit local needs. The supported projects have brought many research opportunities to graduate students in the Department of Community Service Education. The sharpening of research skills, the involvement with evaluation activities, and the observations of home economics education at various levels of instruction have immeasurably enriched their graduate programs.

Ferguson: Approximately $80,000 of the vocational home economics education annual budget is earmarked for research, and approved universities are invited to bid for its use. Funds may be applied to workshops, research, travel, secretaries' salaries, and some supplies. A protocol system has been established for working through the Board of Regents; communication is good. The home economics administrator meets regularly with RCU; she and the university home economics education research person discuss needs and establish priority. The research person writes the proposal while the home economics administrator is in a good position to defend the proposal. As the home economics administrator projects the home economics education budget, she is in a position to determine where research money is put.

Ridley: There are problems in setting up projects, but there are also ways of coping with these problems. The first problem is time to write an acceptable proposal with clear objectives, defensible methods of procedure, and valid evaluation devices. Lack of efficient equipment is a persistent problem. Sometimes additional funds to purchase equipment is available through the state office, sometimes from the university. A problem of time and resources hinders compilation of a reference list or bibliography. Assistance with microfiche reference and research designs through RCU helps overcome this obstacle. Dissemination of materials, signature endorsements, and opportunities for acquainting teachers, supervisors, and others with materials could be problems, but these difficulties can usually be alleviated through cooperative efforts from the state office.

What has been done recently in Florida research? Cooperative research projects have consisted of two three-phase projects which began in 1966. The first three-year project was on gainful employment in home economics in Florida. Phase I was concerned primarily with the assessment of occupational opportunities in the field of home economics knowledge and skills and with the utilization of this information in experimental programs in the state of Florida. The purposes of Phase I were to (1) identify occupations and job titles that require home economics knowledge and skills; (2) estimate the present number of employees and the annual entry opportunities; (3) determine job characteristics such as salary, minimum age, labor laws and union restrictions, required education and experience, licensing and certification; (4) cluster occupations and job titles for which common technical educational needs exist; and, (5) identify competencies needed in each cluster of occupations. Phase II consisted of five off-campus classes designed to educate the teachers in the general background of gainful employment. Phase III was concerned with the implementation, evaluation and revision of content and method in classes in gainful employment. The present research is in Phase III. During Phase II we revised the materials and tested them with 67 volunteer teachers and their students. During the current Phase III we are developing ten more concepts to be tested and revised. The present materials include film strips, slides, self-instructional booklets, sound-on-slide, games, and accordion charts. The first concepts were instructional booklets written on three reading levels, and the teaching aids were transparencies. The research funds have had a great impact on the enrollment in the graduate program in the Department of Home Economics Education. During a six-year period, approximately 10 doctoral and 23 M.S. graduate students, past and present, have had research assistantships on the grants. The research assistantships have been a source of acquainting graduate students from other states with our program. Of course, numerous skills have been sharpened or developed as materials were produced. Cooperative relationships and mutual respect have developed among graduate and undergraduate students, staff, state department, various campus agencies, and faculty.

Harzmann and Kievit: Partnership between State Department of Education personnel and researchers and home economics teacher educators is based upon a shared professional concern that home economics education fulfill its potential to contribute to preparation for family life and employment. Each partner has a somewhat different perspective as a result of the varying experiences and responsiblities accompanying the different positions. Although these differences can be impediments to cooperative endeavors, in our experience these more frequently result in a complementarity which strengthens jointly sponsored efforts and those undertaken singly, but with the counsel of the other. Areas in need of research may be identified by both, with the researcher delineating a specific problem and planning the research design in a proposal to seek funds. Circumstances surrounding the development and funding of a two phase project, "An Investigation of the Effectiveness of a Design to Initiate Curriculum Change," illustrate this process. At other times, the director of home economics has requested that a proposal be developed for a specific purpose. In one or more conferences, the parameters of the problem are delineated, alternative approaches considered, and the researcher proceeds to develop the specifics in a proposal for funding. Several evaluation projects underway currently in one stage or another were initiated in this manner. One in the final report-writing stage was an effort to involve teachers of home economics occupation courses in systematizing local self-evaluation of programs and student achievement. This project began in Spring 1970; data were obtained in 1971 and again in 1971-72. The final report is currently being written. A second thrust was initiated as an external evaluation of homemaking and consumer education programs for out-of-school youth and adults. These cooperative efforts are planned to make an impact on program development through involvement of appropriate personnel and/or representatives in planning, in implementation, and in providing various channels for reactions at timely points in the process. Progress reports and final reports are presented at state-wide conferences, and used in in-service and graduate level instruction. Feedback is essential if the major objective, namely, to improve the quality of instruction in programs, is to be achieved.

Grabe and Scruggs: In Iowa, the research and development partnership has functioned in various ways through the years under various legislative acts governing vocational education. During the era of the George Barden Act, Iowa was developing the first set of curriculum guides by content area, based on research which indicated needs of Iowa youth. Concurrently, devices were being developed to evaluate learning in terms of the objectives and related generalizations used in the guides. Research which contributed to these materials represented cooperation between the State Department of Public Instruction and Iowa State University and also among units of the land grant institution. The history of home economics education in Iowa is a history of cooperative research between the Iowa Agriculture and Home Economics Experiment Station, the College of Home Economics, Department of Home Economics Education, and State Department of Education. Names such as Mattie Pattison Paddock, Hester Chadderdon, Pearl Swanson, Florence Falgatter, Mary Lyle, Edna Kraft James, and Eleanor Kahlman are familiar names whenever home economics education research is being considered. Partnership arrangements involving one or more of these people resulted in such research studies as

"Factors Affecting the Supply and Demand of Home Economics Teachers in Iowa" (1939), "Educational Funds of Rural Homemakers of Low Socioeconomic Status" (1944), "Bases of State Program Planning for Home Economics in Public Schools of Iowa" (1947-1954), and "Prediction of Teaching Success of Home Economics Graduates" (1958-1967). The passage of the Vocational Education Act of 1963 established the Research Coordinating Unit which was interdisciplinary in concept. Some hopes shared by a number of RCU Advisory Committee members did not materialize. It was hoped that steps could be taken to facilitate cooperative planning across fields of vocational education and involving State Department staff and teacher educators in identifying major research needs and development priorities for long-time research programs that would contribute to improvement of the vocational education programs in the state. Cooperative planning between state staff and university personnel continued, and projects were funded on a year to year basis. It is our judgment that the fact that home economics education faculty were already involved in research aided them in developing additional research proposals for vocational funding. The increased funding of research related to occupations stimulated a much faster involvement of research in this aspect of the program than would have occurred without such funding. Further, the increased number of graduate assistantships associated with the funded projects not only contributed to the accomplishment of the research but strengthened graduate education in home economics education. Following passage of VEA'68, in Iowa we seemed to have an interlude of reduced partnership activities, brought about by a number of circumstances – rewriting a state plan, state agency reorganization, and personnel changes both in the universities and the state office. This 18-month period represents a drought in research funding from vocational education. Proposals were submitted but not funded. Priority for research was on manpower needs and opportunities. The reduction in research projects and graduate assistantships was traumatic. The present state plan and state staff organizational structure provides statewide research to be initiated, encouraged, and coordinated through the Support Services Section. Needs may also be identified cooperatively by individual content areas, and individual institutions may submit proposals. In addition, funds from various categorical titles may be available. At present, there are six home economics education projects funded with vocational funds, all dealing with home economics-related occupations. These are: Identification of Competencies for Family and Community Service Occupations; for occupations in the clothing apparel and textile industry; for occupations in housing, design and interior decoration; for child care occupations; for occupations in institutional and household services; and for occupations in food service. Home economics education is represented in a career education project. Challenges facing our partnership today include input into decision making regarding research needs and plans, optimum utilization of varying competencies of personnel, communication, and evaluation of functions and methods of the partnership.

We cannot close without indicating that utilizing results of research is presently one of the weakest links in our partnership. Development of materials is not presently a designated responsibility of the operational staff in our department, which, of course, indicates reallignment of our resource personnel is necessary so that results can be used to optimum advantage. Certainly cooperative efforts between the home economics state staff and the universities will continue; however, as other elements are introduced by legislation, decisions that affect research in home economics are made by more different units. This serves as a deterrant, in many instances, in setting up projects deemed of high priority to us; however, on the other hand, opportunities are also increased; for example, interdisciplinary projects are facilitated, and, as indicated earlier, increased financing is available.

Hughes (Summary): The general feeling that one gets regarding the drying up of research funds and the general uncertainty of funding made me think that this meeting might be rather gloomy. But reports for the four states suggest that in spite of the many problems which are encountered in getting research projects funded, we are finding ways to get money, and we are engaged in research which is of value to our profession – a result of state department-teacher educator partnerships. Presenters noted activities which were carried out; feedback and impact of the activities, including contribution to graduate study; extent of support; avenues of cooperation between colleges or universities and state departments; identification and funding of research; and problems in setting up projects. It would seem that although we are in the midst of troublesome department reorganization, although research funds have been curtailed or committed to particular projects, the partnership between home economics education staff and state department personnel in research and development in home economics education is alive and well. The presenters have suggested problems, but they do not seem to be unique to any one state – and perhaps just knowing this is useful. Differences seem to be simply a result of the different perspectives from which each group works. The state department has its job to do, somewhat bound by being a part of a bureaucracy; this may be a good thing – universities are expected to have innovative ideas, and some of these need to be tempered.

RECOGNITION TIME

Ruth Stovall, vice president, presided at the luncheon program which included greetings and an inspirational message by Robert Worthington, Associate Commissioner, Division of Adult, Vocational and Technical Education, Washington. Miss Stovall presented a gift of silver from the Home Economics Division to Mary Allen Jolley.

Presentations honoring Johnnie Christian and Catherine Dicks Myers were made, adding their names to the list of previously honored home economics educators who are:

- Beulah I. Coon
- Edna P. Amidon
- Ata Lee
- Eva Scully
- Hortense Hurst
- Catherine T. Dennis
- Florence Fallgatter
- Lucile Fee
- Kathryn Gill
- Rosa Loving
- Frances Champion
- Elizabeth Jane Simpson
- Rua Van Horn
- Berenice Mallory
- Letitia Walsh
- Murtle Gillespie
- Alma Bentley
- Marianne Andrews

Fellowship recipients to date:

- Marybelle Hickner
- Betty Burkland
- Lois Hughes
- Connie McKenna
- Daisy Daniels
- Edna Page

Business Meeting
December 5

The business session of the Home Economics Education Division was called to order by Ruth Stovall, vice president, at 9:00 A.M. in the Conrad Hilton Hotel, Chicago, Illinois.

The minutes were read and approved.

Ruth Stovall introduced the bursar, Mabel Yates, who will be responsible for the Home Economics Education Division proceedings. Mabel Yates reported a balance of $1,895.50 on November 15, 1972. The November 1, 1971 balance was $1,925.84. Receipts during the AVA Convention were:

169 teachers @ $3.00	$507.00
52 state supervisors @ $3.00	$156.00
21 local supervisors @ $3.00	$ 63.00
Total	$726.00

Total assets were $2,651.84. Total expenditures were $768.34.

The real balance is $1,883.50 (check No. 57 has not cleared).

Ruth Stovall announced the 1973 AVA meeting will be held in Atlanta and that the Home Economics Division program chairman will be Frances Bishop of Texas. She will be assisted by the 1974 chairman, Claudette Simoneaux of Louisiana.

Alberta Hill is serving on the AVA Reorganization Committee. Members of the Division were urged to recommend changes personally to the panel. They were given the opportunity to list major strengths and ways to improve AVA.

Alberta Hill reported that the Board of Directors is looking at the purpose of the organization, its structure – framework, management of AVA – length of service, and the number of organizations. Carol Bennett of AVA Headquarters is the executive secretary of the Reorganization Committee.

Ruth Stovall announced that Elizabeth Smith of Texas would serve on the Resolutions and Program of Work Committee in the position that Myrna Crabtree held. Dr. Crabtree reported highlights of resolutions–restructuring AVA, election of the AVA vice presidents, recruitment and retention of AVA members, support of youth organizations, implementation of AVA resolutions, appreciation for bureau status, development of guidance persons in career education, the inclusion of industrial arts in the state plan, public education, and the national manpower program, adequate funds for consumer homemaking and occupational programs, categorical funding in revenue sharing, full funding of the Vocational Education Act, involvement of business and industry in state plans for vocational education, availability of excess property to vocational and technical education, national industrial equipment preserve, an AVA study of educational opportunities for women, task force study of vocational education in urban areas, and staffing of vocational education at all levels.

Hazel Crain, chairman of the Graduate Fellowship Committee, expressed appreciation of the committee members for contributions which totaled more than $3,000, which amount included a substantial sum from the Beulah Coon estate. Hazel reported that 18 persons had been honored. Six fellowships have been given to date, and a seventh will be announced at the luncheon. She expressed thanks to committee members and reported the total of the fund – $37,537.16. The interest from this sum is used for awards.

Betty Ray, Editorial Board, reported that the theme approach was continued. The Home Economics Education Division is one of 12 interested groups to compete for space in the *AVA Journal.* She also mentioned the need for more

1,500 word papers and additional articles for the Vocational Technical briefs. Issues and topics will be:

December – Vocational Education on the International Scene
January – Vocational Education, a Look Ahead
February – the Convention
March – Accountability
April – Performance Objectives
May – Consumer Education in Wilkes Barre, Pennsylvania

The board members are open for theme suggestions.

Marie Huff, Publications, mentioned the AVA publications – *New Directions in Home Economics Education, Postsecondary Education in Home Economics, Youth Organizations.* She reported the two publications scheduled for release in 1973 – *Education for Living: Drug Education in a Family Living Context*, and *A Strategy for Program Development and Evaluation in Home Economics.*

The membership report was given by Rachel Marley. She indicated that the Home Economics Education Division ranks third, Trades and Industrial and Vocational Agriculture have more members. The total membership today is 7,297. This is 30 percent less than one year ago, when the total was 7,577, but the latter total increased to 8,676 during the year. Of the present total membership, 5,548 are teachers.

Mary Allen Jolly, associate to the executive director of governmental relations, AVA, reported that they had worked hard to increase funding, had sustained two presidential vetoes, and had no appropriations for 1973. If Congress goes with continuing resolution, funds will be the same as last year; if Congress enacts $40 million, home economics might expect to receive 26 to 40 million dollars. The continued effort of all is needed to set a price tag on the program and to present these needs to groups who can help.

The following association presidents were introduced:

National Association of State Supervisors – Frances Rudd, Arkansas
National Association of Home Economics Teacher Educators – Twyla Shear
National Association of Local Supervisors – Myrtle Hunt
National Association of Vocational Home Economics Teachers – Doris M. Yarbrough

Ruth Stovall introduced Mary Lee Hurt and Bertha King who represented the U.S. Office of Education, Marjorie East, American Home Economics Association, and Mary Allen Jolly, American Vocational Association, who presented their organizations' position in relation to child development.

Following the presentations, Ruth Stovall thanked each for their stand, said that we would continue to work with each group so that sound procedures could be established, and that such other concerns as staffing and continued funding of Part F would receive special consideration.

The meeting was adjourned.

INDUSTRIAL ARTS EDUCATION DIVISION

Proceedings Recorder:
William D. Wolansky
Professor in Charge of Industrial Education
Iowa State University, Ames, Iowa

COMMITTEE MEETINGS

December 1
Industrial Arts Policy Committee

Chairman: Herbert Siegel
Secretary: Richard C. Erickson
Present: Chairman Herbert Siegel; Vice President Ernest Minelli; Committee members James Boone, T. Gardener Boyd, Leslie Cochran, Richard Erickson, B. Gordon Funk, James Good, Clyde Hall, Rutherford Lockette, William Wolansky, guests, Pat Atteberry, Don Rathbun, and Aaron Wilson.

Chairman Siegel opened the meeting at 9:00 A.M. with three members present. Inclement weather and unbelievable traffic conditions caused delayed arrivals for the remainder of those present.

After the arrival of several other Committee members, Don Rathbun, an AVA staff member, welcomed the Committee members present and extended AVA staff support and services to the division.

A report of the Resolutions and Program of Work Committee was presented and distributed by James Good. A resolution concerning the inclusion of industrial arts in state plans for vocational education was presented by James. After some discussion, it was moved and seconded that the Committee approve the resolution. This motion was carried unanimously.

Activities and future role of the Legislative Committee were discussed. The Legislative Committee was charged to develop a program of work that will:

1. Assist in getting industrial arts included in state plans;
2. Assist in defining areas of responsibility and specific purposes of industrial arts in the '72 amendments and help clarify its role and relationship with all subject areas in career education for all youth and adults;
3. Assist, wherever possible, at the local, state, and national levels to secure the necessary funds to carry out the intent of the 1972 Vocational Act.

Gordon Funk distributed copies of the new publication, *Role of Industrial Arts in Career Education.* The committee members responsible for drafting and following through on this publication (James Good, Gordon Funk, Howard Nelson, and Mary Good) were commended for their fine work. General discussion of some possible division publications followed. Suggestions included possibilities that could come out of the St. Louis Conference–New Directions for Industrial Arts.

Discussion shifted to the possibility of obtaining funding on a large scale to develop pre-and in-service teacher education and curriculum materials for implementing the industrial arts in career education concept.

The meeting adjourned at 11:30 A.M.

December 2
Industrial Arts Policy Committee

Present: Chairman Herbert Siegel; Vice President Ernest Minelli; Committee members Boone, Boyd, Lee, Carter, Cochran, Erickson, Good, Hall, Jarvis, Wolansky
Guests: W. Carlisle Anderson, Donald Clark, Yuth Dejamrone, Ray Ginn, Ken Phillips

Minutes of the March 3 and 4, 1972 Spring Planning Conference meetings were approved as distributed.

Herb Siegel presented a brief report on the three meetings concerned with industrial arts' role in career education in which the Division has participated. He indicated that input from the leadership in AIAA was present at each meeting and that additional meeting dates have been established with plans for a document to evolve from these meetings sometime in June of '73.

Vice President Ernest Minelli appraised the Committee as to the following items of interest:

1. Spring Planning Conference for the '73 meeting and who from the IAPC will be invited
2. AVA organizational study
3. Program of work for the division
4. St. Louis Industrial Arts in Career Education Seminar
5. Completion of the AVA mission statement
6. Tentative theme for the '73 meeting in Atlanta—The Place of Vocational Education in the Total American System of Education
7. Revenue sharing and its implications for AVA and professionals in the field
8. Development of an AVA statement on the role of vocational education in career education
9. The role of the private sector with respect to vocational education
10. The division's need to develop some objectives and priorities and to work toward them. Help from Committee members toward these ends was solicited
11. A "Chicago Report" that will be received by Committee members was displayed and its contents described.

Herb Siegel announced that Ray Ginn has agreed to serve as the Division program chairman for the '73 Meeting in Atlanta.

Bill Wolansky, program chairman for this year's meeting, announced that the Division's program was all set. He mentioned receiving requests for programs featuring technical meetings and suggested the Committee take these requests into consideration for the Atlanta meeting.

Department reports were given as follows:

1. *Adult Education.* Clyde Hall reported that the Department's meetings were all set and were structured around the following topics:
    a. Retraining today's adults for tomorrow's jobs
    b. Innovative outreach TV and mobile training programs for adults
    c. Building a desirable relationship between the local unions and manpower training programs.

He indicated receiving positive reactions from his congressmen upon writing them in request for support for Higher Education Bill S.659. Clyde also reported that he found much animosity toward AVA among the Southeastern Industrial Arts Conference of Teacher Educators and Supervisors when he attended their Atlanta meeting and publicly urged the membership to join AVA. He concluded his report with an expressed need for the Division to launch a recruitment program to bring persons of this and similar groups into the AVA family.

2. *Secondary Education.* Gardner Boyd reported that guidelines for AVA departments have been received as a result of a resolution from the Secondary Department. With respect to the study of the organizational structure of AVA, the Secondary Department was recommending that both the departmental and divisional components of the organization be retained. The Department has been

giving some thought to the length of the national meeting and the amount of time devoted to departmental and division meetings. Gardner also reported that Ernie Minelli and Ruth Stovall visited the last Department meeting, and the Department has concluded that there is a need to discuss the Department's position on career education. The Department has used evaluation sheets after its meetings, and Gardner reported the results were beneficial. His report was concluded with a presentation of the Secondary Department meetings scheduled for Chicago and a brief comment on each.

3. *Postsecondary.* James Boone reported that the Department had discussed the organizational structure of AVA and were in support of maintaining the departmental structure as a means of providing necessary liaison between divisions. He suggested, however, that the departments should have someone to report to, such as an AVA vice president. He also suggested that the St. Louis meeting be moved from the airport to downtown to avoid the noise and confusion of the present locale. Jim concluded his report with a presentation of the Postsecondary Department meetings scheduled for Chicago and a comment on each.

4. *Supervision and Administration.* Lee Carter reported that Gene Bottoms had been selected to chair the Department. He also presented recommendations concerning (1) obtaining a listing of those eligible for departmental membership, (2) AVA liaison being established with the AASCA and NASSP, and (3) inviting departmental chairmen to observe AVA Board meetings as a means of increasing communications between departments, the Board, and AVA professional staff. Board action on these recommendations included: (1) request for further justification, (2) appropriate correspondence be initiated, and (3) identification of Board members to act as liaison to specific departments, respectively. Lee completed his report with a review of the Supervision and Administration Department meetings scheduled for Chicago and a brief comment on each.

Committee reports were made as follows:

1. *Publications Committee.* Gordon Funk distributed a report. He indicated that *The Role of Industrial Arts in Career Education* is now available and that the Division is leading the rest of the divisions in AVA in this regard. The status of four continuing projects was presented in the report. Members of the Committee were urged to recommend new publication ideas and names of individuals to work on them. All recommendations should be directed to Gordon or other members of the Publications Committee.

2. *Membership Committee.* Les Cochran distributed a report and discussed briefly two of the old recurring membership problems, including: (1) difficulty of being designated as a member of the Industrial Arts Division once you are a member of AVA, and (2) maintaining members once they have joined. Les concluded his report with some suggested actions that might be taken by AVA in obtaining student members.

Vice President Minelli suggested that the Division might take the initiative in forming a joint committee (IA Division of AVA and AIAA) to work on problems of common interest. It was moved and seconded that the Division officers touch base with the officers of AIAA to determine their interest in establishing such a committee. This motion was carried unanimously.

The meeting was adjourned at 10:15 A.M.

PROFESSIONAL MEETINGS

Industrial Arts General Session
Saturday, December 2

Theme: Career Education
Chairman: Rutherford E. Lockette
Hosts: Richard Gebhart, Walter Diedrick
Recorder: Harold Halfin
Speaker: Robert Worthington, Associate Commissioner, Division of Adult, Vocational and Technical Education, U.S. Office of Education, HEW

Career education is certainly not a new concept for the members of the industrial arts profession, since the history of this discipline has been one of preparing individuals to understand themselves, their abilities, and their talents, while preparing to develop the competencies necessary to make it possible for them to more wisely choose and pursue careers, in an expanding technological society.

Career education and industrial arts share many similar goals. Some of the compatible goals include:

1. Preparation for successful working careers as an objective of all education.
2. Every teacher in every course that has career relevance will emphasize the contribution that subject matter can make to a successful career.
3. "Hands-on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content.
4. Preparation for careers will encompass the mutual importance of work attitudes, human relations skills, orientation to the nature of the work-day world, exposure to alternative career choices, and the acquisition of actual job skills.
5. Learning will not be reserved for the classroom, but learning environments for career education will also be identified in the home, the community, and employing establishments.
6. Beginning in early childhood and continuing through the regular school years, allowing the flexibility for a youth to leave for experience and return to school for further education, including opportunity for upgrading and continued refurbishing for adult workers and including productive use of leisure time and the retirement years, career education will seek to extend its time horizons without beginning and without end.
7. Career education is a basic and pervasive approach to all education, but it in no way conflicts with other legitimate education objectives such as citizenship, culture, family responsibility, and basic education.

Now that we have had a look at the broad aspects of career education, I would like to focus your attention on recent legislation and the national leadership relative to support for industrial arts. As you perhaps already know, the Vocational Education Act of 1963, P.L. 88-210 as amended by the Vocational Education Amendments of 1968, P.L. 90-576 provided new challenges to vocational educators as well as the motivating force for greater cooperation with industrial arts educators. The new act made vocational education available to more people, provided for better adjustment to the expanding demands of modern technology, encouraged innovative methods, experimentation, and research, and stressed postsecondary education for the handicapped and disadvantaged. The Vocational Education Amendments broadened the meaning of vocational education, since they did not limit vocational education to any one subject matter area. From the standpoint of the Congress, vocational education had been broadened to include the following: (1)

related academic and technical instruction incident to occupational education, (2) instruction necessary for students to benefit from (occupational) training, (3) vocational or technical training or retraining which is given to prepare individuals for enrollment in advanced technical education programs, and (4) vocational guidance and counseling which facilitates occupational choices.

In a policy paper issued by my office on August 29, 1972, the Bureau of Adult, Vocational and Technical Education announced the guidelines for research and development programs in vocational education for FY 1973, to be supported under Section 131 (a) of Part C of the Act, P.L. 90-576. These guidelines again included, among other things, (1) programs designed to increase the self awareness of each student, favorable attitudes about the personal, social, and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills, (2) programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work, (3) programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students, and (4) programs at grade levels 10 through 14, and for adult education programs, designed to provide job preparation in a wide variety of occupational areas.

I see industrial arts programs intensively involved in these research projects in each state since these guidelines not only fit the objectives of industrial arts, but since each project should be comprehensive in nature (that is it should cut across all educational experiences of a student at a given grade level) or the project should be an integral part of such a comprehensive program.

Soon after my appointment as Associate Commissioner of the Bureau of Adult, Vocational and Technical Education, we established an Ad Hoc Committee on Criteria and Guidelines for funding industrial arts under the Vocational Education Acts.

This ad hoc committee, made up of distinguished industrial arts educators from national, state and local levels and from all sections of the country, first met in Washington on October 26, 27, 1971. U.S. Commissioner Sidney Marland met with the committee to express his great concern for the immediate development of career education, and promoted industrial arts as an educational discipline which should be involved immediately. The Commissioner's commitment constituted the charge to the committee to prepare appropriate criteria and guidelines.

As a result of the work of this committee, on November 4, 1972, Draft Criteria and Guidelines for funding industrial arts under the Vocational Educational Act of 1963, as amended, were issued. These guidelines were widely disseminated, including immediate publication in the January 1972 issue of the *School Shop* magazine. As a result, the response was tremendous – approval came via many telephone calls and more than 250 letters.

Not until the President signed the Education Amendments of 1972, P.L. 92-318 on June 23, 1972, has industrial arts been specifically included in federal vocational education legislation. This new Act amends the Higher Education Act of 1965, the Vocational Education Act of 1963, the General Education Provisions Act (creating a National Foundation for Postsecondary Education and a National Institute of Education), the Elementary and Secondary Education Act of 1965, and other related Acts.

Title II, Section 202 (a) of the Educational Amendments of 1972 (the new Act) amends Section 108 (1) of the Vocational Education Act of 1963 by adding the following sentence to the definition of vocational education: "Such term includes industrial arts education programs in cases where the

Commissioner determines by regulation that such programs will accomplish or facilitate one or more of the purposes of the first sentence of this paragraph."

Since this provision of the Act included industrial arts in the definition of vocational education, I invited the members of the ad hoc committee again to Washington on July 19, 1972 to review among other matters the implications of the new legislation relative to (1) developing a definition of industrial arts – applicable to provisions of the legislation; (2) identifying eligibility requirements for industrial arts programs to qualify under federal regulations, as well as (3) identifying curriculum needs for eligible industrial arts programs, which I will discuss later.

Because of review process, the present regulations will be too late for federal funding during fiscal year 1973; however, there is ample time, it seems to me, for adequate planning between now and June 30, 1973. It would be my recommendation that since fiscal year 1973 programs are well under way, it would be wise to plan now and have programs properly included in the State Plan for Vocational Education for Fiscal Year 1974.

Industrial arts may also benefit under the Educational Amendments of 1972, particularly under Title X, Part B – Occupational Education Programs. Among other things, under this part, states will be encouraged to develop a long-range strategy for infusing occupational education (including general orientation, counseling and guidance, and placement either in a job or in postsecondary occupational programs) into elementary and secondary schools on an equal footing with traditional academic education, to the end that every child who leaves secondary school is prepared either to enter productive employment or to undertake additional education at the postsecondary level, but without being forced prematurely to make an irrevocable commitment to a particular educational or occupational choice.

This new legislation provides for the establishment of state commissions responsible for long-range planning. All programs which are to share in the federal funding provided for under the several provisions of the Act must have such programs approved by the state commission as a part of the state plan which is later approved by the U.S. Commissioner of Education.

In order for industrial arts programs to benefit from present legislation, they must become a part of the total system, be included in the state plans, and be approved by the Commissioner of Education.

Industrial Arts General Session
Sunday, December 3

Theme: Elementary School Career Education Programs
Chairman: T. Gardener Boyd
Hosts: Theodore Wiehe, Walter Bortz
Recorder: Erwin A. Dennis
Topic: A Teacher Oriented Approach That Works
Speaker I: Walter Wernick

What holds the elementary school together? What energies pull towards the center? What can the teacher use as a heart for the curriculum?

ABLE Model Program, a newly funded research and development project at Northern Illinois University, is attempting to build a visible model with *The World of Work as the Organizing Center of the Curriculum for the Elementary School* (operating on a grant from the Division of Vocational and Technical Education, State of Illinois). The research team believes that the study of occupations can be a suitable place to start instruction for young children. With help from participating teachers in four public school districts and the university school, "content" opportunities of occupations are being identified and linked to other significant areas of the traditional curriculum.

The rationale has been suggested by many educational reformers but never organized into an instructional plan of this magnitude. ABLE Model Program is attempting to build a "visible" teacher, one whose planning, implementation, and evaluation are based upon performance criteria. An attempt will be made to place this teacher in "visible" settings so that support systems which aid the teacher's instructional program are also available for review. Accent upon the teacher's drawing upon the resources of the school and community should enable the "systems" approach to portray new dimensions of an elementary school teacher's work.

Children have a natural interest in seeking contact with working adults. Their wonder of what the future holds for them and their active search for worthwhile expression thrusts them into positive learning roles. A progression from human forms (adult roles) to abstract knowledge (subject matter) appears natural; yet our schools often mirror everything except natural life processes. How often do we find educational planning a mere patchwork quilt of assorted subjects and schedules?

Since living forms evoke maximum stimuli and also contain within themselves the heritage of our civilization, the study of occupations affords an excellent vehicle for management of motivations and content. Effective teachers have to be relevant to the lives of learners as well as to their contemporary culture. With organizing centers formed from life-centered activities, teachers can plan, implement, and evaluate such relevant instruction with confidence.

ABLE Model Program is not after a total program, nor is it attempting to add on to an already crowded schedule of subjects. Its mission is to describe a viable heart.

Imagine the potential within life-centered organizing centers!

As children study occupations, they receive "occupational information" and have many opportunities to develop and change their career choices. Exploratory, academic, and sharing activities all contribute to the development of a self-concept shaped from the authentic actions of adults.

Children can "choose" jobs many times, roleplay situations to incorporate affective content, and review consequences resulting from the direct experience of others. Within such opportunities, their performance is open, subject to guidance from the teacher, and available for parent comment. The built-in features of the new approach help children to understand themselves as well as to learn about the world of work.

ABLE Model Program is offering a more effective heart for an elementary school. What organizing center holds together your instructional activities?

Brochures describing the project and further information regarding ABLE Model Program may be obtained from: Dr. Walter Wernick, Project Director, DeKalb, Illinois 60115. Ph. 815-753-1959.

Industrial Arts General Session
Sunday, December 3

Theme: Elementary School Career Education Programs
Chairman: T. Gardener Boyd
Hosts: Theodore Wiehe, Walter Bortz
Recorder: Erwin A. Dennis

Topic: Career Education in the Elementary School
Speakers II & III: Ann Jackson, Materials Development Coordinator, Enrichment of Teacher & Counselor Competencies in Career Education Project (ETC), and Dorothy Lawson, Director of Career Education Workshops

In the absence of Marla Peterson, Ann Jackson and Dorothy Lawson, who are closely associated with the elementary school career education project, made individual presentations. Both speakers indicated it was important to use a variety of methods and approaches to introduce children to the world of work. Below is their outline of the project.

In August 1970, the Professional and Curriculum Development Unit of the Illinois Division of Vocational and Technical Education funded a career education materials development project which was located on our campus. This project has subsequently come to be known as the OCCUPAC Project. The OCCUPAC Project takes its name from the OCCUPACS–the multi-media packages of career education materials that were developed by the project staff.

From the beginning of our elementary school career education efforts, we have had elementary education, elementary teacher education, and counselor education personnel involved in what we are doing. In fact, two of the elementary teachers who served as consultants on the OCCUPAC Project, Ann Jackson and Carl Tausig, are now serving as full-time staff members on our new career education curriculum effort, which is funded by the Curriculum Center for Occupational and Adult Education, United States Office of Education.

When we began the OCCUPAC Project, we felt that there was a need to experiment with alternative types of K-6 career education instructional materials and teaching strategies. From our knowledge of child growth and development, we knew that a developmental learning sequence for this age of child proceeds from the concrete and experientially close to the abstract and experientially remote and from tasks requiring simple thought processes to those requiring abstract and formal reasoning.

It seemed quite logical to us that career education could lend itself to a "hands-on" approach. Therefore, our ultimate objective in the OCCUPAC Project was to develop an alternative approach to career education which provided for "hands-on" learning within the school setting. Our approach involves the heavy use of manipulatives that we have either designed and built in the industrial arts and instructional materials centers at Eastern Illinois University or manipulatives that have been drawn from various occupational areas.

Industrial Arts General Session
Sunday, December 3

Theme: Secondary, Special, and Exemplary Career Education Programs
Chairman: Hugh L. Oakley
Hosts: Floyd Krubeck, Joseph Talkington
Recorder: Willard J. McCarthy
Topic I: Career Education in the Upper Middle School
Speaker: James A. Sullivan

The role of the industrial arts in the total concept of career education and the challenge this new educational concept poses to the teacher are clearly defined. The sentiments expressed by Commissioner Worthington are shared by many others in the profession.

Industrial arts, as part of the total program of career education from kindergarten through higher education, provides unique opportunities for *students to participate in representative experiences in industrial arts education; coupled with guidance and counseling, it offers excellent opportunities for students to engage in meaningful activities that will assist them in choosing and planning a career.*

While industrial arts has long emphasized the acquisition of manipulative skills and technical knowledge with the primary purpose being technical literacy, the emergence of career education as the unifying theme of general education gives this unique program a new and distinctive opportunity to marshall a transition to more meaningful education for all students. Such a vehicle, the Career Plan Process Model, developed by Southern Illinois University's Department of Occupational Education, is presently being field tested in four industrial arts programs and two guidance programs in area public schools. Essentially, the Career Plan Process Model attaches occupational significance to the work completed in the laboratory and integrates these vocationally relevant tasks with a delivery system for occupational information and career planning strategies.

Preliminary evaluation of the model at the ninth and tenth grade levels indicates that the need for career guidance at an early age should be paramount in the development of new educational strategies.

The Career Plan Process essentially represents an attempt to elicit vocational exploratory behavior from students who might otherwise not see the vocational significance of the projects they normally complete in the shop-laboratory and who probably would not be exposed to the essentials of efficient career planning or to much of the information readily available to facilitate such planning. During their exposure to the Career Plan Process, they are availed of information, concepts, exercises, and materials which are designed to promote: (1) self-understanding, (2) career orientation, (3) work exploration, (4) economic awareness, and (5) personal adjustment to work and skill development and application. The process determines student activities primarily from identified career needs which form the basis for development of career plan, rather than requiring the assimilation of information relative to all possibilities for employment, a failing of many attempts at career education.

Industrial Arts General Session
Sunday, December 3

Theme: Secondary, Special, and Exemplary Career Education Programs
Chairman: Hugh L. Oakley
Hosts: Floyd Krubeck, Joseph Talkington
Recorder: Willard J. McCarthy
Topic II: Career Education in High School
Speaker: B. Gordon Funk

The presentation reflected a vast background of experience in Los Angeles and California career education programs by B. Gordon Funk. The presentation included a well organized formal speech coupled with a very effective, thorough multi-media slide tape.

The career preparation phase of comprehensive career education begins in the high school. This program has the responsibility for the preparation of students for gainful employment in the world of work or for transfer to a postsecondary institution for further education.

Some innovative and experimental programs in existence in Southern California are described via a multi-media presentation. These programs complement and augment the usual seven or eight family of occupations shops in the comprehensive high school.

Explained are three programs which enable the high school to meet most of the needs of youth for career preparation: (1) the regional occupations program provides, on a regional basis, on a comprehensive high school site, special subject activities such as auto-body and fender and upholstery, for students in surrounding high schools via busing; (2) industrial skills is another program which complements and augments high school industrial education career preparation. This industry-business-school cooperative occupational program uses industry facilities for training on a leased no-cost basis to the district during out-of-school hours. Over 200 classes are conducted in the Los Angeles School District and can be as varied as the community's resources; (3) the work-study program describes a summer school plus productive work activity where the summer school is a study of industry related to the work activities. Eleven high schools contributed to the students' work-study learning experiences by producing, for the school district and other community agencies, standard equipment and furniture items. Students were paid for the work phases of the program. This innovative activity has particular value for the dropout, pushout, and non-turned-on student because of the practical work, the monetary reward, and the non-academic subject matter.

This presentation concludes with a description of an exemplary plan for organizing learning activities; it comprises a modular and submodule competency-based program. Using the job-needs analysis technique to detail the instructional content, students learn the skills, attitudes, and knowledge related to a submodule. Mastery of a designated learning package has potential for job entry, and the mastery of the submodule content is verified by a competency test which may be challenged at any time. Entrances and exits to the program are based on students' needs, abilities, and interest.

This combination of content, organization, and variety of occupational offerings enables the comprehensive high school to meet most of the needs of youth for career preparation.

Industrial Arts General Session
Sunday, December 3

Theme: Secondary, Special and Exemplary Career Education Programs
Chairman: Hugh L. Oakley
Hosts: Floyd Krubeck, Joseph Talkington
Recorder: Willard J. McCarthy
Topic III: Career Orientation Program, Rock Island Public Schools
Speaker: Darrell K. Biggs

The Career Orientation Program came into being in September of 1970. It was implemented in conjunction with a comprehensive vocational program. The program is designed with a low pupil/teacher ratio in mind. This is to allow for more individualized instruction for the C.O. student.

The students were identified in grades 8-12. The criteria used to select them were: (1) scholastic achievement, (2) attendance, (3) health, (4) attitudes, and (5) family background.

The criteria used would be the same kinds used to identify disadvantaged and handicapped or potential dropouts.

It was found that great numbers of students in the above criteria arrived at a point in time when an occupational decision had to be made, but they could not make a realistic decision because of their lack of knowledge about the world of work.

Prospective students were staffed by a group of teachers and counselors for placement in the program. There was no problem finding adequate numbers needing a program of this type. DVR and special education were also involved in student selection.

Five major objectives were established for the program. The student should be able to:

1. Make a realistic vocational choice,
2. Perform manipulative operations at an acceptable level,
3. Perform in a realistic manner in the role of an employee,
4. Perform at an acceptable level in academic subjects,
5. Study and report on a variety of occupations.

We measure the above objectives by testing (including oral, written, and performance) and by teacher observations.

Four additional counselors were employed at grades 8 and 9. These counselors meet each career orientation student in a scheduled block of time for individualized guidance.

Industrial Arts General Session
Sunday, December 3

Theme: Secondary, Special and Exemplary Career Education Programs
Chairman: Hugh L. Oakley
Hosts: Floyd Krubeck, Joseph Talkington
Recorder: Willard J. McCarthy
Topic IV: Vocational Improvement Program for Early School Leavers
Speaker: Ed Kline

Rock Island High School, like many other school districts, has been faced with the problem of school-leavers for many years. The state, acknowledging this fact, decided to seek districts wishing to give birth to a new program. Naturally, when enough money is offered, someone will make an effort toward constructing a unique teacher-student learning situation.

Three years ago our superintendent selected a coordinator, one instructor, and a part-time counselor. Today we have two full-time instructors, one part-time instructor for shorthand and typing, one part-time counselor, and a full-time director located in excellent surroundings. These individuals were given a free hand in selection of subject matter, tables, chairs, and location of our school-like setting.

Students were phoned and letters sent to each individual who had been dropped from or quit school within a three-year priod. The response was well received, and the program is developing smoothly.

We decided to name our school the V.I.P. (Vocational Improvement Program). In order to enroll, a student must not be younger than 16 or older than 21. Students must also live in Rock Island School District 41.

Students attending high school may not drop or quit school and then come directly to V.I.P. There is a six-week waiting period from the time the high school has officially removed the student's name from their active attending student list.

The philosophy of the V.I.P. is that it is designed to serve two major functions. One is to help students find part or full-time employment, and the other is to help each student complete his high school education. We feel employment will meet the student's immediate needs and make attending school much more relaxing.

Flexibility is an important consideration at the V.I.P. center. Students are allowed to change class schedules from A.M. to P.M. when necessary. They either attend school in the A.M. and work P.M. or vice versa. There are a minimum number of rules and regulations.

Our subject matter includes: language arts, mathematics, and social studies. *Each* subject receives one half credit per semester. For one complete year, students can earn three full credits toward their diploma. If a student is employed 15 hours weekly, one more credit is given. The employer must indicate that the student has worked according to the agreement signed before student employment. With employment and regular attendance in class, a total of four credits per year can be earned toward their diploma. The G.E.D. test is also available.

To date 15 students have graduated from our program. Two have continued their education and are doing very well. The remaining are employed full-time and paying taxes instead of drawing unemployment, A.D.C. or welfare of some type.

Our main stigma is that parents seem to feel our program is inferior to that of the high school. Parents can't seem to accept the idea of students drinking pop or smoking a cigarette while in a classroom situation.

Our lounge area has nice cushioned chairs, candy and pop machines, typewriters, and desks. We're trying to give it a college-like atmosphere.

Even though our reputation is gaining strength, some parents aren't able to adjust to their child's attending a "drop-out program". A letter has been sent to all parents asking them to visit our school and see us in action. I also visit homes to explain what we are trying to do with their children. It's mostly the upper middle class where the problem lies.

We try and keep the school surroundings a fun type of atmosphere. Since there are only ten students per class, 40 a day, almost everyone's problem is known and discussed freely. One can't imagine. the problems with which teenagers are confronted. We know that in a larger school situation these same students were the problems of the school, but now they are fun and enjoyable individuals looking for help and receiving it.

Industrial Arts General Session
Sunday, December 3

Theme: Secondary, Special, and Exemplary Career Education Programs
Chairman: Hugh L. Oakley
Hosts: Floyd Krubeck, Joseph Talkington
Recorder: Willard J. McCarthy
Topic V: Career Education – A Different Perspective
Speaker: Lawrence E. Hoffer

This presentation covered the occupational programs provided by the new Rockford Area Vocational and Technical Education Center, Rockford, Illinois. It described the center's philosophy of education, objectives, and methods and the logistics required to implement these goals and objectives.

Students from 19 different high schools located within a 30 mile radius of Rockford attend the center. Rockford is the second largest city in Illinois, with a marketing population of over 250,000.

The center's curriculum offerings provide instruction at three different levels: (1) vocational programs are those programs that are more skill-oriented and that will provide an earlier opportunity for entry into the job market or other training programs; (2) technical education includes those programs which characteristically require a strong math-science base and greater cognitive skills than manipulative skill; (3) paraprofessional programs rely on the students to have greater verbal or humanistic skills such as are required in the professional secretarial or health occupations. They are also often characterized by continued education and progression up the career ladder.

The center's philosophy of education is based on three premises. First, the faculty is here to help young people. This is not unique; it is recognized that teachers commit themselves to this philosophy of education. The second premise, which is equally important, is to improve the student's self-concept. Many of the center's students come from experiences in education which have resulted in their being thoroughly convinced that they cannot contribute to our society unless they are in a college preparatory program. The third part of the center's philosophy of education is built on recognition of the positive achievements of the students.

The last concept, which I feel is the most critical aspect of our education philosophy, is the complementary role that vocational, technical and paraprofessional education should achieve in all education.

It is wrong for us to categorize students into either college preparatory or vocational programs. Vocational programs should not exist without the active input of the reading teacher, the English teacher, and the math-science teacher. Vocational-technical education is not a panacea that in isolation will remove the problems of education and on its own provide high school and community college students with all of the technical and social skills they need. Our programs must provide the vehicle for making all of education more relevant. All of us who are technical educators should strive for input into curriculum committees. We must be active in the selection of the course content that is used in the existing structure of education.

Industrial Arts General Session
Sunday, December 3

Theme: Secondary, Special, and Exemplary Career Education Programs
Chairman: Hugh L. Oakley
Hosts: Floyd Krubeck, Joseph Talkington
Recorder: Willard J. McCarthy
Topic VI: An Introduction to Nucleonics
Speakers: William D. Phelps, Arthur J. Baker, and William S. Baldwin

Aided by a grant from the State of Illinois, Board of Vocational Education and Rehabilitation, Research and Development Unit, teachers from Community High School District #155, Crystal Lake, Illinois, have written and are now teaching a one-semester laboratory course in introductory nucleonics.

The course was written after a manpower survey indicated a need for nuclear technologists in Northeastern Illinois.

The course is laboratory-oriented and is designed so that the high school student of average ability can have a successful experience. By doing experiments, the students learn how to detect and identify radiation, the effects of radiation on living and non-living materials, fundamentals of protection from radiation, a little radiation theory, and a survey of career opportunities in nucleonics.

The primary goals of the course are to:

1. Produce better informed citizens who respect rather than fear radiation

2. Provide ideas for a cleaner environment through nuclear technology

3. Provide an interdisciplinary course for non-college bound students at the high school junior or senior level

4. Help the student develop precise work techniques which should be of value in any technical career

5. Emphasize the need for continuous attention to good safety practices

6. Stimulate interest in pursuing further training in the field of nuclear radiation

7. Give the student enough training that he should receive preference in those industries who train their own radiation technologists.

Industrial Arts General Session
Tuesday, December 5

Theme: Teacher Education for Career Education
Chairman: Richard C. Erickson
Hosts: Roderick Kohler, Otho Quick
Recorder: Conrad White
Topic I: Competencies for Teaching Industrial Education as Viewed by the Practitioner
Speaker: Lawrence S. Wright

It seemed desirable to use something other than intuition to establish whether junior high school, senior high school, junior-senior high school and capstone industrial education teachers require the same or different preparation and ultimately what that preparation should be. It was this question that stimulated and gave direction to this study, a part of which is reported here.

A program development model of seven steps developed in 1970 by Robert Swanson and Orville Nelson of UW-Stout is being followed:

1. Environmental and societal conditions create PROBLEMS to be solved and HUMAN NEEDS to be satisfied

2. SOLUTIONS are proposed which involve –

3. JOBS to be done which are detailed in terms of –

4. TASKS to be performed which require –

5. COMPETENCIES which must be developed (or identified as present) through –

6. PROGRAMS whose –

7. OBJECTIVES are defined in terms of expected levels of performance of job-relevant tasks which reveal attainment of competencies.

Tasks were identified for several positions which industrial education teachers fill. These were sent to 1,854 Wisconsin teachers of industrial education subjects who are the practitioners to which reference was made in the title.

These 327 identified tasks were clustered under the following ten-cluster model:

First-Level Tasks

1.0 Improve individual's competencies – tasks associated with continual regeneration of the individual's competencies within each domain to maintain relevance to ever-changing problems

2.0 Design programs – tasks associated with planning programs

3.0 Design instruction – tasks associated with planning instruction at the course level

4.0 Nurture humaneness – tasks associated with human interaction to the end of promoting maximum learning, growth, and development of each individual

5.0 Facilitate learning – tasks involved in the learning act with focus upon the teacher as a facilitator of the learning process

6.0 Manage the learning environment – tasks related to providing a physical environment to promote maximum learning, growth, and development

7.0 Provide professional service – tasks the teacher does as a service which may not be specifically required of him but which contribute both to his students and to his own growth as a professional

8.0 Utilize research – tasks of consuming and producing research both of an informal and formal nature as they relate to bringing evidence to bear in a systematic manner on professional and technical problems

9.0 Evaluate instruction – tasks at the instructional level designed to ascertain the extent to which student achievement has taken place and whether course-level goals were reached

10.0 Evaluate programs – tasks at the program level designed to ascertain the extent to which program-level objectives were reached.

It can be seen that these headings would be appropriate to any career teacher regardless of discipline. Each of these headings was defined by further subdivisions which we refer to as second-level tasks. These, in turn, were further detailed into the 327 third-level tasks which we submitted to practitioners for their response to (1) the frequency with which they performed each task and (2) the importance they attached to them.

With respect to the practitioner's view of these first-level tasks:

1. There was more variation in the frequency of performance of these tasks than there was in the importance attached to them by the respondents. This might suggest more variation in their practice than in their theory.
2. Importance ratings tended to be higher than the frequency ratings. Although the two scales are numerically equivalent, they are not equivalent response categories.
3. Practitioners responded that they do not utilize research very often, and they perceive of utilizing research as being of less importance than any of the other of these first-level tasks.
4. The tasks: "facilitate learning" (which is the teaching act) and "manage the learning environment" are both *performed the most frequently* and perceived as being *of the most importance.*
5. Nine of the ten first-level tasks are viewed by the practitioners as being of moderate or higher importance, the exception being "utilize research".

Further examination was made of the task: *5.0 "facilitate learning."* Under: *5.5 "teach the substantive content of the field,"* information at the third level was presented under each of these third-level headings:

1. Understanding industry
2. Industrial career exploration
3. Occupational entry
4. Avocational activity
5. Process as content

Within the framework of the theme: Teacher Education for Career Education, industrial education practitioners do not need to be convinced of the importance of career education. What we need is *more emphasis on how to implement career education in our instructional programs.* Examples of learning activities toward this end are needed both at the teacher preparation and in-service levels. This is where industrial teacher educators need to place their time and energy in career education. Let's work toward this end.

Industrial Arts General Session
Tuesday, December 5

Theme: Teacher Education for Career Education
Chairman: Richard C. Erickson
Hosts: Roderick Kohler, Otho Quick
Recorder: Conrad White
Topic II: The Illinois Master Plan for Personnel Development in Career Education
Speakers: William E. Reynolds, William Appelgate

The master plan is to be used to form a basis for personnel development in career education in the State of Illinois. Competencies which reflected needs of occupational education personnel were developed through EPDA funds.

William Reynolds then turned over the program to other participants who described the planning which went into the master plan and a typical program for training administrators for vocational education.

After this presentation, William Reynolds returned to describe some of the problems encountered in the implementation of the master plan.

Charles Edwards described the Illinois State University competency-based program designed to develop administrators for vocational education. Three steps were identified in the development of the program:

1. Identification of competencies of administrators
2. Teaching toward those developed competencies
3. Evaluation of results.

A brief description of the three above steps was given, and professional positions for which training is planned were outlined.

Industrial Arts General Session
Tuesday, December 5

Theme: Teacher Education for Career Education
Chairman: Richard C. Erickson
Hosts: Roderick Kohler, Otho Quick
Recorder: Conrad White
Topic III: Statewide Planning for Personnel Development in Career Education: The Illinois Experience
Speaker: William K. Appelgate

During the summer of 1970 the Illinois Division of Vocational and Technical Education initiated a study and planning activity designed to improve the career education personnel development process in Illinois.

Several activities were employed in an attempt to make the concept work. They included:

1. Initial planning with a statewide coordinators committee
2. Personal interviews with key leaders in education
3. A survey of teacher-training institutions
4. An analysis of needs by local directors of career education
5. An (opinionaire) to test plan alternatives
6. Statewide distribution of a plan draft

As the study developed, a concentrated effort was made to make assessments of the system not so much by player as by process. The intent of this planning effort was not to create a new system, but to improve on the potential which existed. Twenty-five identified obstacles became the basis for the conduct of the study and the recommendations which were developed.

Three selected recommendations are given, based on twelve months of examination of problems and opportunities associated with career education personnel development. It is emphasized that the dynamic nature of the topic prevents achievement of final answers. Present high priority needs are represented in the following recommendations:

1. In Illinois many public colleges and universities provide programs to develop career education personnel. To overcome duplication and the disincentives for preparing new modes of developing personnel, the recommendation is to provide two selected institutions with resources to examine the alternatives and to develop a model for personnel preparation at these institutions.
2. Provide personnel development teams made up of appropriate qualified persons from education and industry to provide direct service to local schools. These teams would provide teacher education agencies a unique opportunity to be of service. They would provide the local school maximum assistance in planning and acting on improvement of its most vital resource – its own personnel.
3. The plan recommends that all local agencies be encouraged to develop one- and five-year plans for in-service development of personnel. Such plans would become a part of the contractual agreement which is the basis for reimbursement. Data extracted from these plans would be available to assist state agencies as well as teacher-training institutions in planning appropriate in-service activities.

The author concludes that this study was limited by time and the magnitude of the topic, but he cautions against prolonging the debate. The findings that are available should be utilized.

Industrial Arts General Session
Wednesday, December 6

Theme: Opportunities Available in the Fluid Power Industry
Chairman: John Nagohosian
Host: William Wolansky
Recorder: Emory Wiseman
Topic I: Status of the Fluid Power Industry Today and Projections for the Immediate Future
Speaker: Richard Overton

There are about 340 factory establishments in the United States producing fluid power components such as valves, cylinders, pumps, motors, hose, couplings, and filters. The aggregate current sales are on the order of $2,000,000,000 annually – somewhat larger than the machine tool industry and considerably larger than the bearing industry, the power transmission equipment business, the mining machinery industry, or the oil field machinery industry, to mention a few and to give some perspective. Over the past 15 years, output of the fluid power industry has more than tripled.

In addition to the 340 manufacturers making fluid power components, there are perhaps an equal number of major machinery manufacturers who make fluid power components for inclusion in the equipment which they produce and offer for sale.

The purpose of this session is, as specifically as possible, to provide you with authoritative information about careers associated with fluid power and prerequisite types and levels of education.

To provide the broadest perspective briefly, representatives of A. O. Smith

Company, Caterpillar Tractor Company, and United Air Lines have been brought before you. They represent broad sectors of industrial, mobile, and aerospace applications of fluid power. In terms of dollars of market, these three broad categories account for about two-thirds of fluid power use.

We have prepared and have distributed to you a listing of these categories of fluid power markets served by Parker-Hannifin Corporation, each of which is deemed by us to be sufficiently large to warrant separate evaluation and measurement.

This will give you some idea of the very broad range of industrial career opportunities involving fluid power knowledge and technical competency.

So far as the future is concerned, we at Parker-Hannifin anticipate real growth in fluid power markets, aggregating slightly more than six percent annually year in and year out for the balance of the 70's. We are now particularly optimistic about the 1975-77 period.

Career opportunities in fluid power are of a wide variety. They include the broad range of technicians required for inspection, maintenance, and repair of the fluid power content of aircraft, ordnance, machine tools, plastic molding machinery, and metal mill equipment, to say nothing of the new population of thousands of hydraulically-powered refuse compactors and a broad range of construction machinery, materials handling machinery, and marine applications. These careers can be on the ground, under the ground, in the atmosphere, in space, on the surface of the seas, or deep below. Opportunities include the increasingly sophisticated and complex design and construction of fluid power systems for a broad range of vehicles and machinery. They further include the design and use of such extremely advanced devices as electronic particulate contaminate counters and acoustical measurement devices and methods.

Work by the National Fluid Power Association in curriculum development and in vocational education has been well publicized. We are more than grateful for the continued cooperation of our academic colleagues. Our industry's self-interest and general responsibility coincide in working toward development of good design, good and safe maintenance, and reliable operation of our products.

Industrial Arts General Session
Wednesday, December 6

Theme: Opportunities Available in Fluid Power Industry
Chairman: John Nagohosian
Host: William Wolansky
Recorder: Emory Wiseman
Topic II: Applications, Requirements and Training in Fluid Power
Speaker: Nick Anton

Earth-moving and ground-engaging tools are requiring more sophisticated control systems and thereby present job opportunities for technically trained personnel. Technical personnel in the hydraulic division have tripled in the last three years. There is a need for design engineers, drafting, and reliability and testing technicians.

In-plant training and the junior college provide persons with most of the technical training required by the employees of the Joliet plant. Summer employment arrangements, guided series of work stations, and industry representatives available to assist with curriculum development are all helping to upgrade employees training. Individual mapping and a learning plan of alternate work and study are considered favorable to performance-based training.

The Joliet plant designs, develops, and manufactures such earthmoving equipment as ground engaging tools (bulldozers, rippers, tool bars, and scrapers), and hydraulics control systems (valves, pumps, pistons, tanks, etc.). It employs 6000 people, 4000 in shop areas and 1800 in hydraulic manufacturing. Fluid power applications at the plant include design engineering, drafting (includes light design work), and hydraulic technology (testing of hydraulic components and circuity; set-up test stand arrangements, routine and unique).

Educational requirements vary according to the job performed. In design engineering, we want a college graduated engineer or a technically trained employee who has had some college work in engineering; in drafting, we hire high school graduates either directly or we upgrade present employees. To obtain hydraulic technicians, we hire junior college graduates or upgrade "sharp" hourly employees who have had additional training.

Junior colleges provide good basic engineering background to build on through work experience. An optimum arrangement would be alternating periods of work and study. A coop program helps to give the student a reason for learning; it enables him to see practical applications of classroom theory. In addition, industry should provide instructors with summer employment in a guided series of work stations, and schools should seek out industry to participate in curriculum design. The extent of such cooperation would vary according to the mix of industries in a particular area so that the special needs and applications most prevalent in that area could be met.

Our basic company practice is to upgrade present employees into all levels of FP applications and to use the local academic institutions as a *RE*source rather than a source of qualified employees, since we prefer the "home grown" variety. Our experience is telling us that we are going to be involved in even more of a continuing education format.

We see, further, a greater "fragmentation" of subject matter into smaller "modules" offered to the person as he advances to that level. This is evident even in our traditional apprentice program wherein related courses material will be broken into smaller units and presented when he needs it, with some subjects given later when and if he is promoted to a higher classification. What was once a four-year structured course of shop and related instruction may be extended for up to eight or ten years. The entire program of instruction will be based on a new set of assumptions: that learning is an individual more than a group phenomenon, that individuals should participate in the design of their instruction, that they should progress at their own pace, and that training should be performance-, not knowledge-based.

Industrial Arts General Session
Tuesday, December 6

Theme: Opportunities Available in the Fluid Power Industry
Chairman: John Nagohosian
Host: William D. Wolansky
Recorder: Emory Wiseman
Topic III: Opportunities in Fluid Power
Speaker: Donald Wiberg

Fluid power is the transmission of energy by means of a fluid and is one of the three basic means of transmitting and controlling energy. It is simple, easy to control, and most important, can be transmitted wherever a tube or pipe can go.

Fluid power is used in every corner of our industrial plants. It is used to power hydraulic presses, press feeders, unloaders, and stackers. Fluid power is used on many sections of our assembly lines—clamping components into fixtures, conveyor drives, lifters, hoists, transfer drives, straightening machines, and many other special applications. The laboratories use fluid power for material testing machines and in some cases for product testing. The A. O. Smith Corporation full frame fatigue testing facility is an interesting application of fluid power. The facility is used to test our automotive frames under accelerated life conditions. A car is placed on the test rack which has a servo-controlled actuator under each wheel. The actuators respond to manual controls, data track inputs, or tape control recordings of actual test runs.

Where do the fluid power mechanics, technicians, and engineers fit in? The fluid power mechanic has an opportunity in the area of assembly of components and systems as well as in maintenance and repair of systems. The fluid power technician has a wide range of opportunities—sales, testing labs, installation of equipment, design of components and systems. The job openings for the fluid power engineer parallel those of the technician but at a different level of competence.

We are limited in our usage of fluid power mechanics and technicians by our present union contracts. In many shops the electricians, machine repairmen and steam fitters have jurisdictional agreements and require that an apprenticeship be served. This means that plants such as ours cannot at this time hire trained fluid power mechanics and technicians to work in the shop. We must provide on-the-job training for our shop maintenance and construction people, and also we should improve the apprentice training programs by adding fluid power courses. Another possibility is to add another category of worker-troubleshooter – his function would be to diagnose the problem (mechanical, electrical, or fluid power) and institute corrective measures.

We in Milwaukee are fortunate in having many sources and levels of fluid power education. Milwaukee School of Engineering serves the engineer and the technician. The following schools are part of the Wisconsin Vocational, Technical and Adult Education system and offer training for the technician, mechanic, and apprentice program: Kenosha Campus of District 6, Milwaukee Area Technical College, and Waukesha County Technical Institute. Reviewing placement records of several of these schools, we note that at least 60 percent find jobs in the fluid power field upon graduation, and 70 percent remain in the field.

The number and quality of the fluid power training programs have improved in the past few years. The job opportunities are sharply on the rise at the present time after a slump approximately two years ago.

BUSINESS MEETING

Industrial Arts Division Meeting
Tuesday, December 5

Presiding: Herb Siegel
Secretary: Richard C. Erickson

The meeting was called to order by Vice President Ernest Minelli at 9:00 A.M. with 59 members of the division and guests present.

Minutes of the December 7, 1971 division business meeting were read by the secretary and approved as read.

Rutherford Lockette and Fred Kagy presented a summary of the events and efforts of representatives from the division and AIAA in securing federal funding for industrial arts and appraised the membership as to current activities of this task force. The task force will be meeting in Pittsburgh to rewrite the "Guidelines for Industrial Arts in Career Education – Implications for Curriculum Development" in time for review at the convention where a final document will be developed. Vice President Minelli extended thanks on behalf of the division to the task force members and others who have worked on this important project.

Les Cochran, conference editor for the Industrial Arts National Conference in St. Louis, presented a brief report on that conference. The conference was well attended (120 persons representing 47 states and D.C.), and the work sessions were productive. A report on that conference is scheduled for publication in early February with distribution in the early spring 1973.

Committee Reports

Resolutions and Program of Work Committee–James Good presented and brought the membership attending up to date on the resolution concerning support for including industrial arts in state plans passed by the Industrial Arts Division Policy Committee and the AVA Board of Directors earlier in the convention. The AVA Delegate Assembly will review this resolution on Wednesday. He also reported on a resolution concerned with possible conflict between the legal definition of vocational education and the concept of preparation for gainful employment as written in the amended Vocational Education Act of 1963. A compromise revision of this resolution has been developed and will be presented to the AVA Delegate Assembly on Wednesday also. The segment of the resolution that is of concern reads as follows:

> Be it further resolved, that the American Vocational Association recommend to the U.S. Office that section 102.4 (B) (5) (iii) of the 8/25/72 draft of the rules and regulations which refers to preparation for gainful employment be revised to avoid a possible conflict of interest and duplication of efforts with other groups already responsible for providing such programs as outlined in existing state vocational plans.

Much discussion of the resolution and its implications was forthcoming from the floor. Reactions ranged from ambivalence to deep concern.

Membership Committee – Les Cochran distributed copies of a formal report. He introduced Kenneth Schank, who will be assuming chairmanship of the Membership Committee next year, and made the following announcements:

1. Procedures for processing memberships remain a problem for the division and will become even more of an acute problem when in four years each state will have but one association through which memberships can be processed.
2. Membership really needs to rally behind and support Ken's efforts as membership chairman in the coming years.

Publications Committee – Vice President Minelli announced the availability of *The Role of Industrial Arts in Career Education* and recognized the efforts of those who have contributed to its development and publication.

Awards Committee – Carl Wallis presented the following Industrial Arts Division awards for this year:

– Certificate of Appreciation

Arthur J. Baker	Larry Hoffer
Fred W. Harrington	William D. Phelps

- Outstanding Membership Efforts
  Edward Schwartzkopf
  Larry Heath
  David A. Rigsby
  Ronald M. Frye
  B. Eugene Brightwell
  William R. Biggam
- Service Award
  Leslie Cochran
- Leadership Award (non-officer)
  Robert Rudiger
- Leadership Award (officer)
  Richard C. Erickson

Jim Boone presented a statement of purpose of the departments within the association. Emphasis was placed on cross-communications or exchange of program content among levels of and specialties within the total vocational education program. It was also pointed out that the AVA departments are not a part of the governing structure of the Association.

Herb Siegel announced that Raymond Ginn will serve as the program chairman for the Division at the Atlanta meeting in '73 and that the Policy Committee has passed a resolution to move to establish a liaison committee between the division and AIAA.

Rutherford Lockette presented the following Nominating Committee report:

Position	*Nominees*
Secretary to the Division	Carl Wallis William Wolansky
Research and Evaluation Division Representative	Donald Clark Richard Erickson
Secondary Education Division Representative	Ronald Stadt Ralph Steeb

Nominations from the floor were requested. None was forthcoming. It was moved and seconded that nominations be closed. Motion carried. The following nominees were elected to their respective positions: *Secretary:* Carl Wallis, *Research and Evaluation:* Richard Erickson, *Secondary Education:* Ralph Steeb.

Thanks were extended to Bill Wolansky and the individual session chairmen for their fine efforts in developing and conducting the Division program at the Chicago meeting. Jim Good was commended for the stand he took in dealing with the resolution concerning federal regulations for industrial arts. Rutherford Lockette was commended for his "behind the scenes" leadership in behalf of industrial arts.

Vice President Minelli reported on some of the major concerns facing the membership and their profession. His comments related to:

1. Revenue sharing and its implications for industrial arts
2. Who is responsible for vocational education?
3. The relationship between career education and vocational education
4. The definition of vocational education
5. A new mission statement for AVA
6. AVA reorganizational study.

Vice President Minelli announced that the Division Program of Work will be drawn from the AVA Program of Work. He requested the membership to send thoughts and ideas concerning the former directly to him or to some member of the division Policy Committee. "The role of vocational education in the total system of education" has been adopted tentatively as the theme for the '73 program in Atlanta. The membership was urged to get their ideas for program to Ray Ginn as soon as possible.

MANPOWER DIVISION

Proceedings Recorder:
Carl E. McLeskey
Assistant State Supervisor, MDTA
Georgia State Department of Education
Atlanta, Georgia

COMMITTEE MEETINGS
December 1, 1972

Board of Directors, National Manpower Training Association
Presiding: L.E. Nichols, President, NMTA

Minutes of the two previous meetings of the Board of Directors were approved as presented by the secretary. The treasurer distributed a financial report which showed the net assets of the association to be $5,352.01. A membership report showing a total membership of 966 on November 29, 1972 was also distributed.

Following board approval to continue the *NMTA Newsletter* for another year, Mr. Nichols and Mr. Vadnais presented a report on the legislative committee meeting held in Washington, D.C. The president reported that Cleve Loman had tentatively agreed to serve as chairman of the Legislative Committee, and plans for a weekly legislative report were discussed. Mr. Vadnais then presented a position paper to the Board entitled: "Can Manpower Legislation Live with Manpower Policy?"

The president discussed the need to continue NMTA as an association within the Manpower Division. A revision of the NMTA Constitution would be required in order to come within the framework of the AVA/Manpower Division Policy Statement.

The method of collecting dues for AVA and NMTA was discussed at length. Special emphasis was attached to the AVA requirement that members be processed through affiliated state associations.

The board passed a motion providing for a drawing from NMTA members of record on December 5, 1972 and on March 1, 1973, and to provide the winner of each drawing with an AVA life membership, or a $200 cash award should the winner already hold an AVA life membership.

The meeting was adjourned by the president at 12:00 noon.

Manpower Division Policy Committee
Presiding: L. E. Nichols, AVA Vice President, Manpower Division

The committee discussed terms of office for the various committees with special emphasis on those offices which expire this year. Herman Kressel was elected to serve as program chairman for the next year. Approval to reimburse his expenses for attending the spring conference was also granted.

Following the Nominating Committee's interim report on the upcoming election of a vice president for the Manpower Division, the Division's member on the Resolutions and Program of Work Committee was authorized to present two resolutions from the Manpower Division: (1) Continuation of manpower development and training programs; and (2) Utilization of federal excess personal property.

After considerable discussion regarding the work that would have to be addressed by the membership during this convention, the meeting was adjourned.

PROFESSIONAL MEETINGS
First General Session
December 2, 1972

The Achievement of MDTA Training Programs
Garth L. Mangum, McGraw Professor of Economics and Director, Human Resources Institute, University of Utah

Evaluations concurrent with the tenth year of MDTA's history point up strengths and weaknesses, with the former clearly in the lead and justifying pride in achievement.

The Achievements

1. Participants in the program have consistently experienced average improvements in employment stability and earnings exceeding the costs of the training. Numerous evaluations over the years support this generalization. The most recent nationwide study identified, under the most conservative assumptions, annual earnings gains averaging $1,250 for institutional enrollees and $1,000 for OJT enrollees.
2. MDTA experience was a major contributor to the development of such widely accepted techniques as open-entry/open-exit enrollment practices, cluster training, individualized instruction, and integration of basic education and skill training.
3. New institutions were developed to serve the disadvantaged, and their techniques infiltrated the regular vocational education system.
4. New occupations and occupational ladders were created, the licensed practical nurse being an example.
5. Staff opportunities for minorities and the disadvantaged were accelerated.
6. Knowledge of labor markets, solutions to labor market pathologies, and attraction of new researchers into the manpower field were all achieved through MDTA-funded research.

Major Weaknesses

1. A criticism must be mentioned which is not a weakness of the program but of the expectations of the critics. MDTA is accused of not having reduced general levels of employment. Training does not create jobs (except for trainers). Training's function is to prepare people for new jobs as they emerge or to enable trainees to compete more effectively for jobs which exist.
2. MDTA has focused on training for high-turnover jobs, many of which are normally obtained by untrained persons. "Reasonable expectation of employment" may be most easily attained by placing in high turnover jobs, but long-term employment and earnings improvement are not. A successful working career for the remainder of an individual's working life is more important than immediate placement.
3. MDTA training tends to occur in second class facilities segregated for the disadvantaged only. Training should be integrated into mainstream institutions but with built-in support for the disadvantaged.

Remedying these and other less important shortcomings can enhance the achievements of a program, the achievements of which have already been formidable. But there must be a continuing remedial skill training program, whatever its name, for achievement to continue. That is once again threatened in what is becoming an annual cliffhanging exercise.

The Role of Manpower In Career Education

Paul Bannewitz, Division of Vocational Education, Arizona Department of Education

In Arizona many of those techniques and concepts that evolved through programs funded through MDTA and proved successful are now being incorporated into the public schools through career education. Among the successful concepts utilized in MDTA and now in career education are: training for immediate employment, open-entry/open-exit curricula, learning packages, performance objectives, occupational clusters, relevant job-oriented instruction, and individualized instruction.

The Arizona State Legislature passed Senate Bill 5 in 1971, which appropriated $1.9 million to begin implementation of this newly tagged concept called career education. With these funds, 13 career education projects were funded; each was unique and designed to experiment and pilot test different methods of implementation in grades K-12. An additional appropriation of $3.8 million this year has funded 20 projects. There are nine points of the career education bill and all are addressed by the 20 projects:

1. Increased enrollment in career preparation
2. Career testing and counseling
3. Career information media
4. Teacher and counselor retraining
5. World of work curriculum
6. New Co-op programs
7. Coordination with apprenticeship programs
8. County workshops
9. Public relations program

Last year the Arizona Board of Education approved the following definition of career education:

"Career education combines the academic world with the world of work. It must be available at all levels of education. A complete program of career education includes orientation of the world of work, broad exploration of occupations, in-depth exploration, and career preparation for all students. This calls for all basic education subjects to incorporate career education as the major activity throughout the curriculum." *Education and career education are synonymous terms.*

Career education has three broad goals: learning to live, learning to learn, and learning to make a living. Thus, career education identifies with all students, at all grade levels, in all subject areas, relating to all jobs, and involving all teachers. The Arizona Legislature has clearly said that it is interested first and foremost in the needs of the student, rather than in the needs of the school system. This is the message of career education. We seek to make education respond to the needs of society and to the needs of our children.

Woman Power

Jane Preston, Consultant, Program Planning and Development, St. Paul, Minnesota

I must confess that I have had a problem with the title, "Woman Power". Up until five or six years ago I could have given the standard speech about "The hand that rocks the cradle rules the world," but with our changing life styles, there's a good chance that the hand might be male.

One reason for my problem is that power is not what the Women's Liberation movement is all about. Women's Lib is only one segment of a social revolution whose long range goal is equality of opportunity to achieve the same choice of options in life styles and careers for both the disadvantaged majority, women, and for minorities, as the male Caucasians are presumed to have, but in reality do not have. They, too, are limited in their options by sexual stereotyping.

The second reason is that women have "Come a Long Way, Baby", to quote the Virginia Slims commercial, since World War II, BACKWARDS. In my home state there are no women who are school superintendents, very few principals, or county welfare directors or administrators. I would guess that the statistics would be about the same for your states also. Yet education and welfare have always been considered women's fields!

There are a number of reasons for the march backwards. Rosie, the Riveter, whose ability to do a man's job was not questioned when her skills were needed for the war effort, was fair game for the "togetherness" bit promoted by the media. She was tired of seven-day weeks and ersatz housing and turned in her tools willing for the house in the suburb or for the typewriter to help her G.I. Joe finish college. By the way, G.I. Jane somehow got lost in the shuffle along with Rosie herself.

Gradually the glamour of suburban living began to wear off, accelerated by the lack of cultural opportunities, the aridity of a homogeneous society, the technological revolution with its push button kitchens, inflation that eroded the budgets of the patio set, and the ecological concerns with its emphasis on zero population growth. Many of these women had the opportunities to test their abilities either in a college setting or in business and industry, not that they were recognized, but they had a taste of what could be. Here then was ready made constituency for the leaders of the women's movement who emerged.

What does all this mean to you as instructors, administrators, counselors? Very simply, it means that it doesn't make any difference whether you are a believer or a non-believer. You are going to be faced with affirmative action programs, but I would hope that you would not settle for passive acceptance of the inevitable but would continue to act as change agents; that you would slot qualified women into non-traditional types of training programs, particularly AFDC mothers who cannot afford to go off the welfare rolls for less than a head of family income. That means "head of family" training – automotive, drafting, welding, supermarket management, etc.

Do you remember what Alice in Wonderland found when she went down the Rabbit Hole? How could you? Little boys in our culture don't read *Alice in Wonderland*. "Down . . . when suddenly thump! Alice found herself in a long, low hall . . . There were doors all round the hall but they were all locked." Your charge, then, and mine, is to help unlock the doors, and that's what Women's Lib is all about.

Second General Session
December 3, 1972

Success of N.Y.C. Manpower Health Careers Program

Esther Zimmerman, Coordinator, Manpower Training Program, Brooklyn Adult Training Center, Brooklyn, New York

Since the inception of the Manpower Bill, N.Y.C. has trained 3745 individuals in health careers. At a time when hospital and home care agencies were closing their doors for lack of adequate personnel, we started educating manpower for health careers. The following are a few statistics in New York City manpower:

Course	*Graduated*	*Placed*
Medical Supply Clerk	10	8
Surgical Technician	45	45
Inhalation Therapy Technician	44	44
Hospital Orderly	100	96

Practical Nursing Program	2479	93% Passed State Licensing Exam

It is predicted that by 1975 the health care industry will be the largest in the nation, embracing five million workers. Health care focuses on providing physical and mental health services to all citizens on a personal or community basis, including a wide range of preventive, curative, rehabilitative, and custodial care.

Another aspect to be considered is the fact that blacks comprise 11.2 percent of the population but only 3.6 percent of the nursing profession. The July 1972 R.N. magazine states this percentage is less than it was several years ago when blacks made up 5 percent of the R.N. force. The need is to give this group additional assistance financially and enough emotional support to enable them to enter the field of nursing as a true professional. Therefore, we in manpower, are suggesting a one-year career "upgrading" program. This would be designed to admit the MDTA licensed practical nurse to an R.N. program tailored to meet his specific needs.

Manpower must re-evaluate the policy of sending poorly prepared students into college or private training where academic failure is assured. We must change the environment to suit the student.

States' Responsibility for National Programs

Ann Donovan, Deputy Director, Division of Manpower Development and Training, HEW, Washington, D.C.

MDTA funded activities encompass career education concepts for adults more than any other program. Of the three models, home-based, school-based, and industry-based, MDTA programs provide excellent examples of industry-based career education. However, we have slipped because of prerogatives and a lack of understanding. We have ably shown that education, despite problems, has been able to respond in manpower. However, we also have a capability of working with the private sector, and it is in this area that our prerogatives and lack of understanding emerge.

In dealing with industry, national contracts have built a barrier that adequate understanding and communication could break down. There are two types of national contracts: (1) on-the-job or coupled on-the-job training and (2) experimental and demonstration projects. The funds allocated to these national contracts build the barrier—we would like to have the funds to increase the regular programs in the states.

The Act dictates that we must take a look at other delivery systems. OJT and coupled projects come from separate funds, and if these funds were used for institutional training, we couldn't provide this exploration into other delivery systems. So the national contracts meet needs that cannot readily be met through regular channels. These programs are nationwide or regional and meet critical training needs. The experimental and demonstration projects develop and test new ideas, techniques, and training through actual projects with a strong emphasis on assessment.

E. & D. proposals are always unsolicited. They are usually presented in the form of a two-page proposal which is reviewed by an interagency coordinating committee. Then development or rejection, with reasons given, is recommended. The agency making the request can then obtain a review with arguments. Development of the project and involvement of subcontractors usually include state involvement.

Open Entry/Open Exit With Individual Instruction

Bob Kessler, Director, Tuscon Skill Center, Tuscon, Arizona

The Tuscon Skill Center's instructional system has been designed to facilitate the individual's obtainment of entry-level job skills in the shortest time possible. This has been accomplished through the efforts of a dedicated staff and much hard work. However, the results have proved that the effort was worthwhile.

The system of individualized instruction that has been developed is based on performance objectives that are based on current and realistic job analysis. Since the performance objectives are measurable, the system can evaluate a trainee's progress, allow him to progress at a rate commensurate with his ability, and allow him to enter at any point and exit when he is job-ready.

This learner-centered instructional system relies on: (1) job analysis for each cluster; (2) development of performance objectives for each job; (3) individual assessment and prescription; (4) development of multiple instruction packages; (5) flexible scheduling; (6) development of a learner program profile; and (7) follow-up, feedback, evaluation, and revision of the training program. The use of the program profile has proved successful not only in planning an individual's program of work but also in isolating common related elements of occupational clusters. The profile, performance objectives, instructional packages, and criterion tests have combined to make a successful program.

Along with the vocational program, another innovation has been the development of a learning center within the Center that provides basic and vocationally related education on either a full-time or part-time basis. Some students spend only one hour a day working on an academic skill while others may spend the entire day working on basic literacy skills or acquiring the GED.

Division Breakfast
December 5, 1972

Manpower Legislation

Howard Matthews, Director, Division of Manpower Development and Training, U.S. Office of Education, Washington, D.C.

Since the major push by the Congress in 1970 to obtain comprehensive manpower legislation, there has been no major effort to reintroduce the issue. Instead, other manpower areas such as emergency employment legislation, revamping the work provisions relating to welfare recipients, etc., have occupied Congressional time.

In April 1972 the MDTA was extended to June 30, 1973, and at the same time certain restrictive provisions were removed from the Act enabling trainees to be referred to training programs beyond the date of expiration.

With the Presidential veto of the Labor-HEW appropriations measure for FY 1973 last fall, MDTA education program administrators have been operating under a continuing resolution which only permits expenditures at a minimal level.

This rather quiet legislative period has seen increased interest on the part of educators and professional education groups in assuring a continuing role for the education community in the national manpower program. This interest is already being translated into legislative action in the form of a number of bills introduced in the last session of the Congress, notably in the "Manpower Training and Employment Act of 1971" introduced by Senator Ted Stevens of Alaska, and in H.R. 8724 introduced by Congressman Orval Hansen of Idaho. A number of these bills are expected to be modified and reintroduced in the 93rd Congress where, with the impending expiration of MDTA June 30, 1973, legislative activity relative to manpower is expected to pick up.

Third General Session
December 5, 1972

Our Future in Manpower
Howard Matthews, Director, Division of Manpower Development and Training, U.S. Office of Education, Washington, D.C.

Recent studies and reports on federally funded manpower programs indicate that we are in for a major reassessment of the place of training in our national manpower program and as an instrument of economic policy. Notable in this regard is the recent staff study prepared for the Joint Economic Committee of the Congress entitled *Studies in Public Welfare.*

The study tentatively concludes that manpower training programs are not working because participants, after training and placement, are still not above the poverty income level. This is a new criterion against which to measure the "effectiveness" of MDTA programs, where formerly employment and an increase in income were the measures. MDTA program administrators will note a number of questionable features to the survey. Most glaring is the omission of some of the major evaluation studies of MDTA institutional training conducted jointly by the two responsible federal agencies, studies which identified the benefits of MDTA institutional training, particularly in training and placing the disadvantaged. The JEC study also concluded that on-the-job training appeared to be a better economic investment than institutional training. Here the study failed to note that the OJT trainee *has* a job when he enrolls in training, and that in many respects the OJT trainee is more "job ready" and thus less disadvantaged.

Inaccurate reporting of placements now constitutes a major MDTA administrative problem. It contributes to an inaccurate assessment of the program's effectiveness and is currently forcing the closure of some MDT skills centers. This "numbers game," so called, has its genesis in arbitrary placement percentages imposed by the Department of Labor, and a management reporting system unilaterally developed by that department which reports only those placements made by the local employment service. As local MDT administrators know, instructional personnel at the training facilities place many trainees through their contacts in the community. In the face of these administrative trends, the timely and accurate reporting of MDT institutional training placement data is essential.

Institutional training presupposes that in this day of rapidly changing technology, a worker must have a lot more going for him than a highly trained button-pushing finger. MDTA institutional training provides basic education, English as a second language, communications skills training, personal and vocational counseling, and the other supportive services that educate the whole person to keep up in today's world. In the public debate to come concerning the place of manpower training programs in the nation's economic policy, it looks as though economic efficiency will be gauged in terms of dollars along with minimal consideration given to what the JEC report calls the "external benefits" of the program which are infinitely more difficult to measure (i.e., less crime, more family stability, etc.). While JEC has modest commendation for institutional training's economic benefits, the study was more positive about the external benefits generated by MDTA institutional training.

The question follows, then, because we are now pursuing a narrow definition of "economic efficiency," will we logically turn to training the "most trainable" (in somebody's judgment) and turn our backs on those who have had the least from our society, our economy, and our system of government?

Norbert S. Mettelka, Program Officer, Manpower Development and Training Programs, Region V, Office of Education, Chicago, Illinois

There is no question but that the 93rd Congress will take up comprehensive manpower development and training legislation. The need for the *quick implementation* for such legislation is as clear today as it was ten years ago. The manpower challenges which gave rise to the initial MDTA legislation still face the nation – shortages of workers in key fields, millions of Americans without the minimum training needed for most jobs, burgeoning technological innovation, radically changing skill requirements, and unprecedented numbers of youth seeking jobs for the first time.

Although MDTA has been called the most successful manpower program yet enacted by the Congress, this country is in a period when the face of its economy is changing with every passing hour, when its technology, environment, and society are changing more rapidly than we can realize. Manpower development and training, therefore, need to be updated and improved to meet changing needs. Our current system of separate and sometimes overlapping federal manpower development and training programs must move to serve more satisfactorily the needs of localities and individuals.

The position of education definitely has achieved a *stronger role* at the Washington level and elsewhere since Sidney Marland was confirmed as assistant secretary of Education on October 14, 1972. Such affirmative action should provide power and strength in his dealings with other agencies allied with MDT operations. Also, William Pierce has been named the new *deputy commissioner of OE's* new *Bureau of Occupational and Adult Education.* Dr. Pierce moves in from Michigan where he was state supervisor of MDT programs some years back.

The OE bureau which Dr. Pierce will head was mandated by the Education Amendments of 1972. The BOAE is to be responsible for the administration of the Occupational Education and Community College provisions which became Title X of the Higher Education Act under the Amendments, the Vocational Education Act, the Adult Education Act, OE functions under the Manpower Development and Training Act, OE functions related to "vocational, technical and occupational training in junior and community colleges," and "those portions of any legislation for career education which are relevant to the purposes of other Acts administered by the Bureau."

Under the leadership of Dr. Marland and Dr. Pierce, plus other key leadership officials like Dr. Matthews under their jurisdiction, one can definitely assume that any efforts to dilute or remove public education from the manpower delivery system will be resisted and that efforts will be augmented to broaden the involvement of the educational community in the planning, administration, and operation of manpower programs. It should be noted that *Section 1053* of the Occupational Education Act directs the secretary of HEW to *"promote and encourage manpower programs."*

Training In The Correctional Setting (Panel Discussion)
Lane Murray, Superintendent of Schools, Windham School District, Texas Department of Corrections

Windham School District of Texas Department of Corrections was established by the authority of Senate Bill 35, passed into law by the Texas legislature to be effective for the school year 1968-69 and thereafter. This program is supported by the Minimum Foundation Program and is subject to the certification requirements and regulations of the Texas Education Agency and the State Board of Education.

The overall goal of the Windham School program is to provide the opportunity for its students to acquire the academic and vocational skills necessary for any adult to function in our current technical, free-world society.

The Windham program is unique in almost every respect. It is the first education system of such scope to be established within a state-wide prison system. About one-half of the inmate population (a total of approximately 7,500 students) attends Windham classes.

Eighty-five to 90 percent of Texas' felons are school drop-outs. Almost 50 percent have less than a seventh grade education. About 15 percent are illiterates. More than 30 percent of the inmates are under 25 years of age. Statistics show that the acquisition of educational and vocational skills reduce recidivism drastically. Windham schools provide academic and vocational classes to all inmates from grades 1 through 12 who are not already graduates of an accredited high school.

Classes are conducted in twelve prison units spread over a 200-mile distance. Inmates who achieve less than a fifth grade equivalency on a standardized test are required to attend school at least six hours per week. Others who qualify through point incentive plans are released from work to attend classes leading to the General Education Development and/or high school diploma and thus to the junior college program. Presently, the rate is approximately 1,200 graduates per year.

The academic curriculum is non-graded, continual progress, and operates on a twelve-month scholastic year. Each student progresses through the various phases at his own rate.

A total staff of 150 professionals provide a comprehensive educational program for undereducated adults.

Thirty-five vocational teachers offer industrial training in occupational orientation, drafting, appliance repair, auto body repair, auto mechanics, farm equipment repair, electric trades, building trades, cabinet making, culinary arts, meat cutting, radio and TV repair, refrigeration and air-conditioning, sheet metal, upholstery and furniture repair, audio-visual aids repair, small engine, upholstery, welding, masonry, painting and decorating, co-op training, radiator repair, cosmetology, homemaking, office education, floriculture, and horticulture.

One-year accreditation for Windham's program was granted in September 1970, and full accreditation for twelve grades was approved by the State Board of Education in September 1971.

Shelby E. Johnson, Administrative Officer, Education Branch, Bureau of Prisons, U.S. Department of Justice

The Federal Prison System operates a comprehensive education-vocational training program for offenders who are confined in the various federal institutions throughout the United States. The purpose of this system is the correction, care, and control of those persons who have violated federal laws. Vocational training is one of the disciplines utilized in the correction of these offenders.

Vocational training consists of: trade training, industrial arts, OJT-apprenticeship, industrial training. Supporting this program are the areas of general education, social education, basic education, intermediate education, high school and GED, and postsecondary education. Vocational education is considered to be one of the strong forces in treating the offender to re-enter society as a productive citizen in the world of work and to be an influential force in motivating the offender to modify his attitude to function in a manner compatible with the laws and social norms of the community.

A variety of techniques and methods are utilized in program operations to achieve the correction of the offender. These are: goal-oriented instruction, individualized program instruction, multi-media learning centers, incentive payments, flexible scheduling, team teaching, and student goals established in behavioral and measurable terms.

A full-time teaching staff is employed in the federal institutions to fulfill the requirements of improving the education and vocational training of the offenders. Last year the education-vocational staffs included 428 teaching and supervisory personnel. Of this number, 145 teachers were employed in vocational education activities. $6,500,000 was spent for education and training, and an additional $450,000 was expended on machinery and equipment. The overall completion rate for both general education and vocational training was 56 percent of enrollments. Slightly more than 8,000 enrollments were made in vocational training with 63 percent completion rate.

As a result of these programs, it is hoped that the offender can return to the community to compete in the world of work and contribute not only to his basic socio-economic needs but return as a useful and productive member of that community.

Stanley Wood, Director, Sandstone Vocational School, Minnesota

Corrections in Minnesota is undergoing a variety of progressive alterations. Many new concepts, including community based corrections, regionalization, NewGate, halfway houses, and vocational rehabilitation, have been incorporated in experimental programs.

One of the focal points receiving extensive emphasis in Minnesota is vocational education and job placement. The most noted of these vocational programs is the Sandstone Vocational School, which has been set up outside the institutional confines and which provides a gradual transition for the offender from institutionalization back into society as a productive citizen.

The Sandstone project involves state adult and youth offenders, Minnesota Federal Correctional Institution offenders, and some high school students. The average length of each program is six months based upon a nine and a half hour day.

Some example programs in the vocational area which have been established are:

1. Minnesota Home School, Sauk Centre, Minnesota
   a. Satellite floristry
   b. Word Educational Adjustment Training Program
2. Minnesota Reception & Diagnostic Center, Lino Lakes, Minnesota
   a. Office practice and exposure
   b. Landscaping and greenhouse practice
   c. Graphic arts
3. Red Wing Training School, Red Wing, Minnesota
   a. Food services program

    - b. Building trades
- 4. Sandstone Vocational School
    - a. Welding
    - b. Truck mechanics
    - c. Truck-trailer body building & repair
    - d. Refrigeration and air conditioning

An elaborate follow-up research has been designed to evaluate the success of the programs and to indicate needed alterations in the curriculum.

All of the new vocational programs are designed under the advisement of Special Needs (Minnesota Vocational Education Department) and/or MDTA and are partially funded by those agencies.

In most cases the local public school districts are the fiscal agents for the projects and have entered into formal agreements concerning teachers and fiscal matters.

BUSINESS MEETINGS

December 5, 1972

NMTA and Manpower Division Business Meeting

The business meeting of NMTA was called to order by L. E. Nichols, president. The minutes of the meeting held December 8, 1971 in Portland, Oregon were read and approved. The treasurer's report was submitted showing a cash net worth on November 29, 1972, of $5,352.01. This report was accepted as presented. The treasurer also reported a total membership on this date of 1,011.

Mr. Nichols reported on the activities of the Association during the past year. He had received many invitations to attend state association meetings and had attended those that were not too far from home. Emphasis was placed on the strength of these associations in promoting MDT activities within their geographical areas.

Mr. Nichols read two resolutions pertaining to MDT which had been approved by the AVA Board of Directors and were to be presented to the House of Delegates on December 6.

Mr. Nichols reported on the status of the AVA study of the reorganization of AVA. The requirement that AVA membership be through a state association cannot always be done for manpower members, and until a solution is worked out, it is being handled through our treasurer. The Legislative Committee recommendation was read to the membership; continued action on this will probably result in some firm results. A motion was made, seconded, and carried that the president appoint a committee to investigate the possibility of a life membership in the NMTA.

A motion was made, seconded, and carried that the NMTA encourage skill centers and other public educational agencies to gather placement data and other irrefutable facts that would be provided to legislators in order to reverse the trend to OJT training, that it encourage sponsorship of institutional training under skill center aegis, and that the NMTA process and publish such information.

A drawing was conducted from the membership of record as of this date to award the winner an AVA life membership. The winner was Vern A. Sims of Columbia, South Carolina.

John Dutton, chairman of the NMTA Nominating Committee, presented a slate of officers for the coming year. There being no further nominations from the floor, a motion was made, seconded, and carried to close the nominations. A motion was made, seconded, and carried that the secretary cast one ballot unanimously electing the following:

President – L. E. Nichols, Atlanta, Ga.
Vice President – W. H. Thoemke, Olympia, Wash.
Secretary – R. T. Bjornson, Brooklyn, N.Y.
Treasurer – M. Tankersley, Tallahassee, Fla.

At this time the membership from Regions III and VI held their elections for regional director. Reelected to office for a three-year period beginning July 1, 1973, were:

Region III – Cleve E. Loman, Richmond, Va.
Region VI – Roy Beck, Ft. Worth, Texas

The business meeting of the Manpower meeting was called to order by L. E. Nichols with 76 in attendance.

Mr. Nichols spoke on the status of the new Manpower Division and the administrative steps that were necessary to be taken as a result of that action. One of the main items that was done was the writing of the Operating Policies for the Manpower Division which Mr. Nichols read to the audience. A motion was made, seconded, and carried to adopt the Operating Policies as presented.

A question from the floor inquired as to the possibility of the Office of Education staff forming a divisional organization within the Manpower Division; this organization has a potential membership of 95. Mr. Nichols replied that if such an organization were formed, the Policy Committee of the Division could create authorization for it in the Operating Policies document.

John Dutton, chairman of the Division Nominating Committee, presented the names of Lenos E. Nichols and Arthur Vadnais as nominees for the office of vice president of AVA representing the Manpower Division. There were no further nominations from the floor. The candidates at this time left the room and Mr. Dutton conducted the election. By a show of hands, Lenos E. Nichols was elected vice president for a three-year term to commence on July 1, 1973 and terminate on June 30, 1976. In the interim, Mr. Nichols will continue to serve as vice president (pro tem).

NEW AND RELATED SERVICES DIVISION

ALL SECTIONS
Proceedings Recorder: Garry R. Bice
Director, Research Coordinating Unit
University of Tennessee, Knoxville, Tennessee
RESEARCH SECTION
Proceedings Recorder: Ronald Daugherty
Assistant Director, Field Services and Special Projects
The Center for Vocational and Technical Education
The Ohio State University, Columbus, Ohio
VOCATIONAL INSTRUCTIONAL MATERIALS SECTION
Proceedings Recorder: Herbert Bruce
Director, Curriculum Development Center
University of Kentucky, Lexington, Kentucky

GENERAL SECTION

DIVISIONAL POLICY MEETING
December 1

John Coster, vice president, New and Related Services Division, called the meeting to order at 9:00 A.M. The following people were present: Vernon Burgener, G. Earl Hay, Garry Bice, Clyde Hostetter, and Molly Shook (guest).

Dr. Coster announced that a divisional seminar would be held in St. Louis, during April 1973. A discussion of the seminar theme and organization of the seminar followed. Details of the seminar are to be announced later.

A discussion of the role of NRSD in assisting new groups in getting formed and officially recognized followed. It was pointed out that such professionals as professional development coordinators, program planners, local administrators, coordinators of exemplary and model career programs, and others needed to be informed of processes they should follow in getting organized. Although no decision was reached of the role of NRSD in this activity, Dr. Coster indicated he would discuss the matter with the AVA Board of Directors.

GENERAL SESSION
December 2

Topic I: Curriculum Development Centers for Career Education

Speaker: Elizabeth Simpson, HEW, Office of Education, Bureau of Adult, Vocational, and Technical Education.

Dr. Simpson expressed her support for the effort of curriculum management. She indicated that Dr. Worthington had a concern for the duplication of curriculum efforts taking place across the U.S. Dr. Simpson said that the primary effort of her office would be to attempt to coordinate the efforts of curriculum management nationwide, thereby reducing the duplication. In order to begin this coordination, RFP's were sent to each state requesting proposals for curriculum management laboratories. The RFP indicated that the two primary objectives of proposals were: (1) to strengthen the curriculum management capabilities of labs and (2) to expand the efforts of the labs toward curriculum management in career education. Dr. Simpson indicated that 32 proposals were received in the Office of Curriculum Management. Five labs were selected for funding on the merits of the proposals.

Speaker: William Reynolds, Coordinator, Professional and Curriculum Development Unit, Illinois State Division of Vocational and Technical Education.

The Illinois Center became operational October 1, 1972 in that both staff and facilities were secured as of that date. The Illinois Curriculum Management Center operates within the Illinois Division of Vocational and Technical Education's Professional and Curriculum Development Unit. Its offices are at 216 E. Monroe Street, Springfield, Illinois.

The primary objective of the Illinois Curriculum Management Center is to provide an organizational and operational structure through which needed technical assistance can be identified, secured, and applied to the process of curriculum development and dissemination. The following sub-objectives -activities further amplify the stated primary objective:

1. The center will design and implement procedures which will provide for the appropriate development and/or revision of instructional materials which

support total programs of vocational and technical education.

2. The center will design and implement procedures which provide for the dissemination of developed/revised instructional materials which support total programs of vocational and technical education.

3. The center will design and operationalize instructional materials resource and distribution components in support of total programs of vocational and technical education.

4. The center will design and test approaches to curriculum development and dissemination on a regional basis.

5. The center will cooperate with the USOE in the planning of appropriate strategies designed to improve the curriculum development and dissemination capabilities of individual states and/or the U.S. Office of Education.

Speaker: Ronald Meek, Director, Instructional Materials Laboratory, Oklahoma State Department of Vocational-Technical Education

The Oklahoma Curriculum Center is a division of the Oklahoma State Department of Vocational and Technical Education. The center is in its third year of operation and primarily serves Oklahoma's vocational and technical education programs. There are 21 full-time staff members working in the center which include administrators, curriculum specialists, illustrators, and supportive staff. A plan of management by objectives is being used in order to bring the center's operating capabilities to the fullest potential. All printing is done outside the Curriculum Center but within the organizational structure of the State Department of Vocational and Technical Education.

The primary goal of the center is to develop materials for vocational and technical education's occupational divisions and career education. Other goals of the center are basically the same as those reported in the previous speech.

We think there are two unique aspects of the Oklahoma Curriculum Center:

1. A standard format is used for all materials developed. The materials are self-contained modules or units. They can be used without consulting reference books, and all units are based on student performance objectives.

2. Student materials, which consist of information sheets, assignment sheets, and job sheets, are included in each unit and are available to Oklahoma schools (25,000 sets were purchased by Oklahoma schools this year).

Since the conception of the center, 20 different manuals have been developed, and 3000 are being used by Oklahoma Vocational-Technical teachers. A number of other states are using these manuals.

Speaker: Herbert Bruce, Jr., Director, Curriculum Development Center, College of Education, University of Kentucky

The Curriculum Development Center for Career Education in Kentucky is located at the University of Kentucky. The Center is one of the four units in the Program Supporting Services Division, Bureau of Vocational Education, Frankfort, Kentucky. This is a unique arrangement wherein the bureau and the College of Education have a very close working relationship.

The CDC personnel are members of the College of Education staff; the facilities are furnished by the College of Education; and the university is reimbursed by the bureau for services performed by the staff.

In July of this year, we were awarded a grant from the USOE through the Bureau of Vocational Education. The major purpose was to increase the responsibility of the Instructional Materials Laboratory. In addition to that which was being done, the grant put emphasis on grades 7-9 in career education. The basic tasks are to develop, test, validate curriculum, adapt curriculum developed in other states, disseminate curriculum, conduct research regarding foundations of curriculum, coordinate curriculum efforts with developments in educational technology, and prepare personnel for adapting and using curriculum materials.

The CDC is organized by clusters or families of occupations. There are 12 people relating to the 15 clusters. These clusters are (1) business and office, (2) marketing and distribution, (3) agriculture, natural resources and environmental control, (4) health occupations and personal services, (5) consumer, homemaking, (6) recreation, hospitality, and marine science, (7) public services, (8) fine arts and humanities, (9) communications and media, (10) construction, (11) manufacturing, and (12) transportation.

Speaker: James Wall, Assistant Dean (R&D), College of Education, Mississippi State University.

The CCU-RCU (Curriculum Coordinating Unit-Research Coordinating Unit) is jointly funded and administered by two agencies: (1) the Division of Vocational and Technical Education in the Mississippi State Department of Education, and (2) the College of Education at Mississippi State University. Funds for support of CCU-RCU activities come from these two sources, as well as from the U.S. Office of Education. In addition, contractual agreements are made with local school systems and agencies like the Choctaw Indian Tribe to perform project and program evaluations.

The CCU-RCU has a staff of 15, a supportive staff of 9, and it utilizes some 10-12 part-time student workers. Administratively, we have a director, a co-director for the RCU, and a co-director for the CCU. The director also serves as the assistant dean (R&D) in the College of Education and is responsible directly to the dean of that college. Coordinatively, the CCU-RCU is responsible through the coordinator for research, curricula, and teacher education to the state director of the Division of Vocational-Technical Education.

The primary purpose of the CCU is to develop a broad range of curriculum materials and media for use in secondary schools, junior college technical programs, area vocational schools, adult education programs, and manpower training centers, and to diffuse these into the teaching-learning environment. With the emphasis on career education, elementary schools have been added to the above list of clients. (Other specific goals are similar to those in previous reports).

Topic II: Implications of Research, Evaluation and Materials Development for Career Education on Leadership Development Programs

Speaker: James D. McComas, Dean, College of Education, University of Tennessee

Hardly any monies were available for educational research and development until the early 1960's. We have never approached what business and industry spend for research and development—yet we have often been expected to show the same visible results with people as industry has with products. Moreover, we have seen industry involved in educational research often with no better results than those researchers within the profession.

We have a new set of priorities almost each year. Real needs are not answered within a year's time. Needs have not fluctuated nearly as much as whims, interest, and stated priorities have changed. A three-year period is needed to make any kind of impact on a problem.

There is always strong pressure to use yesterday's educational solutions to solve today's educational needs.

We are making progress in making appointments of research specialists who have experience and preparation in research. However, we need to be aware that when program or curriculum materials or other research and development activities are designed independently of an in-service education program or pre-service education program their adoption is delayed. There is a need to design materials and programs which will ensure both early success upon the part of the student and those implementing the program.

There is a critical need to translate results of research and evaluation into a form in which it can be communicated to the various publics. Future consideration should be given to a "package" of teacher preparation in career education and a concurrent development of the model so that it will be a mutually reinforcing process. In this regard, why couldn't a professor and his or her class spend an entire quarter with one of the national models or one of the national centers (or on a state model project)?

Some summary statements:

1. We must avoid using career education and vocational education interchangeably and we must involve the total educational family.

2. We need more and better research as to what kinds of curriculum materials have greatest chances for adoption. Students may be used in developing their own career education learning packets.

3. We have very little theory or model development for vocational education.

4. Are there special needs in vocational and career choices with respect to discrete materials for some groups such as southern Appalachian youth, American Indians, Chicanos, and urban Black?

5. We need to be careful about promising more than we can deliver with career education.

SECOND GENERAL SESSION
December 5

Topic I: A Supply/Demand Model for Vocational Education Planners

Speakers: John Senier, Research Assistant, Pennsylvania State Department of Education, and Frederick Welch, Assistant Professor, Cooperative Vocational Education, Department of Vocational Education, The Pennsylvania State University

The presentation of the Supply/Demand Model was divided into three parts:

1. An overview of the entire model explained how occupational demand is determined, the various sources of supply pertinent to the occupational demand, and a detailed description of how the information on the supply and demand is evaluated in terms of a systems approach. A summary was also presented on what occupations the graduates from the public secondary vocational-technical school programs entered.

2. A detailed view was presented of the postsecondary school program graduates by program from community colleges, private junior colleges, private business schools, and from two-year programs in four-year colleges differ in respect to: (a) participation in the labor force, (b) occupations entered, (c) continuing their education.

3. The third phase of the presentation indicated possible alternatives especially suitable for rural or low population density school districts for training students to meet labor demands for which it is not possible to establish ongoing programs. Included in the presentation was a description of recent research conducted at The Pennsylvania State University which indicates that

there is a body of information required by all cooperative students regardless of the specific program specialization.

GENERAL BUSINESS MEETING
December 5

The main item discussed was the upcoming divisional seminar, details of which will be released at a future date.

RESEARCH SECTION

BUSINESS MEETING

December 3

Chairman: James E. Wall, President, AVERA; Assistant Dean (R&D), College of Education, Mississippi State University, State College, Mississippi.
Host: Harry L. Ammerman, Research and Development Specialist, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.
Recorder: Mary L. Ellis, Research Specialist, Technical Education Research Center, Washington, D.C.

The minutes of the 1971 business meeting were read and approved. Reports were given by the AVERA treasurer, Auditing Committee, membership secretary, Legislative Committee, and Executive Committee. Officers elected to the 1973 AVERA Executive Committee were: Edward Morrison, president; Garry R. Bice, vice-president–president-elect; Mary Black Kievit, recording secretary; Ferman B. Moody, treasurer; and William W. Stevenson, membership secretary.

GENERAL SESSIONS

December 2, 9:00–10:30 A.M.
Planning and Evaluation of State Programs

Chairman: Ronald Daugherty, Assistant Director, Field Services and Special Projects, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.
Host: Warren Suzuki, Research and Development Specialist, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.
Recorder: N. L. McCaslin, Evaluation Specialist, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

Topic I: An Application of the Convergence Technique to Vocational Education Research
Speaker: Orville Nelson, Research Specialist, The Center for Vocational, Technical and Adult Education, Stout State University, Menomonie, Wisconsin.

Two major objectives guided the design and conduct of this study. The first goal was to identify the critical research problems in vocational education in

Wisconsin. The second was to develop a convergence research plan which would encompass these problems.

The Convergence Technique was designed to provide a flexible planning system for research. The research plan is graphically depicted in a matrix. The research matrix developed provides a tool for coordinating vocational education research in Wisconsin.

Topic II: Vocational Education Planning

Speaker: Robert C. Young, Research and Development Specialist, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

Numerous planning models exist for the planning of educational systems. Many of these would require overwhelming data systems, while one suggests that perhaps current data are sufficient. This paper drew techniques, perspectives, and criteria from several models and suggested a specific eclectic model that is feasible in cost and operational terms. Topics examined in the paper included means for dealing with the problems of multiple goals and objectives in planning, the geographic resource allocation problem, impact analysis for vocational education programs, and appropriate levels of funding for programs within geographic areas. Three alternative resource allocation strategies were discussed for determining the level of program funding, given that one has determined a sequential pattern for funding but not levels of funding within that sequence.

Topic III: A Model to Evaluate In-Service Personnel Development Programs in Vocational Education

Speakers: Vern Halcromb, Personnel Development, University of California at Los Angeles, and Warren L. Lasell, Evaluation Specialist, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

The paper presented the development of a model to evaluate state personnel development programs in vocational and technical education. It described: (1) procedures used to develop the model; (2) a rationale for the focus of the model and one component; (3) procedures of the model; and (4) limitations of the model.

The evaluation model was developed at The Center for Vocational and Technical Education, The Ohio State University in a project funded by the Office of Education. It was pilot tested in Tennessee and California. Although it has not been fully field tested, results of the pilot test indicate that it can be very useful for many states.

Those from California involved in the pilot test of this model stated they believe the model has been well done and will be of benefit to those states who choose to use it. Any given state will probably need to modify the model to fit its particular needs, but the basis is there for a statewide evaluation which can provide data of benefit in the planning of an effective statewide in-service personnel development program.

December 3, 9:00–11:30 A.M.
Recent Doctoral Research in Vocational-Technical Education

Chairman: William W. Stevenson, Assistant State Director, Head, Division of Research, Planning, and Evaluation, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma.

Host: Garry R. Bice, Director, Research Coordinating Unit, Tennessee, Knoxville, Tennessee.
Recorder: Charles O. Hopkins, Coordinator of Planning, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma.

Topic I: A Comparison of Twelfth Grade College Preparatory and Vocational-Technical Students' Personality Needs and Environmental Press as a Function of Program Separation
Speaker: Clarence A. Dittenhafer, Research Associate, Research Coordinating Unit, Department of Education, Harrisburg, Pennsylvania.

Reflecting the intent of the study's objectives, the following research hypotheses were formulated and tested: There are significant differences in students' (1) perceived personality needs between programs, (2) perceived personality needs between degrees of program separation, (3) perceived environmental press between programs, and (4) perceived environmental press between degrees of program separation; and there are significant relationships between students' perceived personality needs and environmental press across program and degree of program separation variables.

Topic II: A Comparison of Federal Matrix Manpower Needs Projections and Employer Survey Manpower Needs Projections for Small Labor Markets
Speaker: Jimmie L. Downing, Academic Dean, Barton County Junior College, Great Bend, Kansas.

This paper reported on a new manpower needs projection technique developed in Kansas. This needs projection technique is a modification of the Bureau of Labor Statistics occupation by industry approach, more commonly referred to as the BLS matrix approach. In final analysis, it was concluded that the BLS matrix technique modified provides a possible solution to our problem as vocational educators in projecting what jobs are going to be available for the people we are training.

Topic III: The Association Between Local School Administrators' and Counselors' Attitudes Toward Vocational Education and Selected Characteristics of Their Students Attending a Vocational-Technical School
Speaker: Glen M. Gardner, Assistant Superintendent, Kiamichi Area Vocational-Technical Center, Wilburton, Oklahoma.

The primary purpose of this study was to determine the relationship between the attitudes and abilities of students from their schools attending the area vocational-technical school. It was concluded that there does appear to be a relationship between the attitudes held by the administrator and/or counselor toward vocational education (as measured by the ATVE scale) and the student variables measured in the study.

Topic IV: Analysis of the Effects of a Computer-Based Guidance System on Selected Aspects of Vocational Planning
Speaker: JoAnn Harris, Project Director, CVIS, Northern Illinois University, Wheaton, Illinois.

This study measured the effects of the use of computerized vocational information systems (CVIS) on specific aspects of vocational planning and vocational maturity of high school sophomores. The conclusion was drawn that use of the CVIS system does not significantly (1) increase the number of occupations which students view as personal options at the sophomore level, (2) increase the degree of congruence between stated educational-vocational aspiration level and objective data about grades and measured ability at the sophomore level, (3) increase the accuracy and range of information which students possess about their chosen occupations, and (4) increase vocational maturity, or specifically, awareness of a need to plan and knowledge of a resource for exploration.

December 3, 3:00–4:30 P.M.
National Vocational Research Policy

Chairman: Edward J. Morrison, Assistant Director, Research, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

Host: Harry L. Ammerman, Research and Development Specialist, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

Recorder: Wesley E. Budke, Assistant Director, Information Services, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

Topic I: AVERA Presidential Address

Speaker: James E. Wall, Assistant Dean (R&D), College of Education, Mississippi State University, State College, Mississippi.

The central concerns of this presentation were technology and social change and the concomitant implications for vocational education. The major aim of the paper was to briefly review some of the factors associated with technological advance which appear to need closer scrutiny and study because of the manner in which they impact on society.

The impacts on values of the "prudential ethic" and the "Protestant ethic" were discussed. Also, the value-forming power of the family unit was shown to be decreasing under the impact of technology.

The paper concluded with vocational education being equated with the basic wealth of the nation and with an elaboration of the need for distributing opportunities for achievement among all persons.

Topic II: Vocational Research and Development-Federal Perspectives

Speaker: Howard Hjelm, Special Assistant to Associate Commissioner for Adult, Vocational and Technical Education, U.S. Office of Education, Washington, D.C.

Consideration was given to the national emphasis placed on vocational education research and development based on presidential messages on educational reform and career education and also on congressional legislative acts. A review was made of the key federal programs targeted on vocational education R&D. Distinction was made between basic science and applied science in the federal management of the funding of R&D. The theme was set forth that the administration of vocational education R&D is mutually shared by the Federal Government and the State Government.

December 5, 2:00–5:00 P.M.
Vocational Student and Program Assessment

Chairman: David J. Pucel, Associate Professor, Department of Industrial Education, University of Minnesota, Minneapolis, Minnesota.

Host: Dominic Mohamed, Research Fellow, University of Minnesota, Minneapolis, Minnesota.

Recorder: F. Marion Asche, Research Fellow, University of Minnesota, Minneapolis, Minnesota.

Topic I: Project MINI-SCORE Final Report: Overview

Speaker: Howard F. Nelson, Professor and Director, Division of Vocational-Technical Education, University of Minnesota, Minneapolis, Minnesota.

The study was to collect test and follow-up data on 17,500 post-high school vocational and technical students. The result is an extensive data base, test instruments and procedures.

Topic II: Project MINI-SCORE Final Report: Detailed Findings

Speaker: David J. Pucel, Associate Professor, Department of Industrial Education, University of Minnesota, Minneapolis, Minnesota.

The report indicated the use of standardized test instruments as devices for depicting success in occupations should be questioned. Secondly, the study indicated instruments useful in assisting people in determining their similarity to people who are successful in different occupations are useful to students exploring occupational alternatives. Based on this study, three methods for presenting counseling information to students were developed.

Topic III: Dropouts: Statistics and Persons

Speaker: Krishan K. Paul, Research and Development Specialist, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

The paper was concerned with a survey of dropouts from 1970-71 vocational programs in Kentucky. Some of the characteristics of dropouts were compared with those of graduates to determine the criteria for their early recognition from future vocational programs. Their job-related post-school experiences were also compared with those of graduates to assess the impact of vocational education on the dropouts' employability. Recommendations based on findings included increasing the number of vocational choices available to the students and emphasizing the need to concentrate on vocational education for part of the high school education, at least among the potential dropouts.

Topic IV: A Study of the Relationship Between Selected Vocational-Technical Program Factors and Vocational-Technical Student Follow-up Status

Speaker: William W. Stevenson, Assistant State Director, Head, Division of Research, Planning and Evaluation, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma.

A report of a continuing research program in Oklahoma to investigate two phases of vocational program evaluation—(1) evaluation for accountability, and (2) evaluation for program improvement. The program is utilizing on-site observations and evaluations to investigate and verify process variables which are related to program quality. An overview of the rationale, development, and findings at this point of time on this continuing research program were presented.

Topic V: Assessment of Career Development

Speaker: Bert W. Westbrook, Associate Professor, Department of Psychology, North Carolina State University, Raleigh, North Carolina.

December 6, 9:00–11:30 A.M.
Development and Use of Occupational Experience Tables for Guidance

Chairman: George F. Outland, Director, Research and Resources, San Mateo Union High School District, San Mateo, California.
Host: William C. Fortman, Coordinator, Vocational Education, Oakland Public Schools, Oakland, California.
Recorder: Troy E. Nuckols, Director, Career Development Programs, San Mateo Union High School District, San Mateo, California.

Topic I: Experience Tables for Occupational Guidance and Program Development
Speaker: George F. Outland, Director, Research and Resources, San Mateo Union High School District, San Mateo, California.

The occupational experience tables are considered to be a tentative tool, subject to further proof for both technical and empirical reasons. They must be used with care; a "deterministic" counselor would undermine the entire concept.

Topic II: Development and Use of Minnesota Expectancy Tables
Speaker: George N. Theis, Minnesota.

The expectancy table is a means of communication of statistical data for a general understanding such as on the basis of testing and running correlations on 1957-58 high school juniors and follow-up on those entering college.

Topic IV: Reaction and Critique
Speakers: Vern E. Burgener, Director of Projects, Technical Education Research Center, Champaign, Illinois, and Rupert N. Evans, Professor, Vocational-Technical Education, Bureau of Educational Research, University of Illinois, Urbana, Illinois.

VOCATIONAL INSTRUCTIONAL MATERIALS SECTION

GENERAL SESSION

December 2

Topic: Curriculum Development Center for Career Education
Names of participants: Elizabeth Simpson, Director, Curriculum Center for Occupational & Adult Education, Washington, D.C.; William Reynolds, Illinois State Division of Vocational and Technical Education, Springfield, Illinois; James E. Wall, Assistant Dean (R&D), College of Education, Mississippi State University, State College, Mississippi; Pat Weagraff, California State Department of Education, Vocational Education Section, Sacramento, California; Ronald Meek, Coordinator, Curriculum Materials Center, State Department of Vocational-Technical Education, Stillwater, Oklahoma; Herbert Bruce, Jr., College of Education, University of Kentucky, Lexington, Kentucky

The five directors of the curriculum development centers and Elizabeth Simpson explained the overall plan and structure of the centers. Emphasis was placed on a regionalization plan to be developed by the five centers cooperating with the states around them. Once this plan is developed and in operation, much improvement can be made nationally in the curriculum effort.

The five directors explained their organizational structure, objectives, and major activities for the year. Even though the centers are all different, it was evident that a major responsibility each emphasized was that the main function of the operation was that of management.

GENERAL SESSION
December 5

Topic I: VIM Newsreel

An interesting, informative, and inspiring meeting was held. The first topic was a VIM newsreel utilizing a multimedia report of significant activities of nine Vocational Instructional Materials Centers. A selected series of ten slides from each center which were used to tell the story of the activities, along with a narration, were sent in advance to Doug Towne, Northwest Regional Laboratory, Portland, Oregon, who assembled them into the newsreel and narrated the synced-tape accompanying the slides.

The slides indicated that even though many common characteristics of the materials development centers were emphasized, each center portrayed unique characteristics and capabilities.

A duplicated loan set of slides and synced tape of this newsreel will be made available to VIM members who would like to see the presentation. Information concerning availability will appear in the VIM newsletter.

Topic II: Program Learning Activities for Career Education
Speaker: Nevin R. Frantz, Division of Vocational Education, University of Georgia, Athens, Georgia

The second part of the program was presented by Nevin R. Frantz. Students in selected high schools in Georgia are being exposed to a different learning approach in their vocational education courses this fall. The new approach, called PLACE, (Planned Learning Activities for Career Education) is an individualized instructional system which is being developed at the University of Georgia under a grant from the Georgia State Department of Education. The system is being implemented on a pilot basis in ten cluster concept or multi-occupational programs which include: metals, transportation, electro-mechanical, construction, data processing, office occupations, child care, food service, health occupations, and agriculture occupations.

Students enrolled in the courses will receive instruction on an individualized basis that will provide them with job entry skills for a family of occupations.

After selecting an objective in an occupational area, the student undergoes a diagnostic pre-check procedure designed to identify prior knowledge and experience with respect to one of the terminal objectives for the student as he begins the learning sequence leading to the attainment of the terminal objective.

In order to attain a terminal objective, the student utilizes a series of self-instructional materials called PLACE packages. A student initially uses the PLACE package which corresponds to the sub-objective prescribed as the insertion point in the PLACE series. The PLACE package consists of an objective, learning resources, activities, and an evaluation. After reading the objective, a student selects from a variety of learning materials the resource that is considered to be most appropriate for his learning style. Upon selecting the appropriate learning resource, the student utilizes it individually or with his peers on one of several portable learning carrels located in the laboratory.

The student moves to the learning activity section of the PLACE package after using one or more of the learning resources. The activity section directs the student to apply the knowledge recently gained from the learning resources or to practice a skill as specified in the objective. Whenever the student feels ready, he then moves to the evaluation section and checks his achievement according to the criterion specified in the objective. If the criterion performance is accomplished successfully, the student will advance to successive PLACE packages until the terminal objective of the series has been achieved. If the student does not attain the criterion performance for a PLACE package, he is directed to a remedial procedure as prescribed by the teacher.

When a student completes the last PLACE package in a PLACE series, he is ready to be evaluated to determine if he can successfully perform the criterion as stated in the terminal objective. A student who successfully completes a terminal objective is certified by the teacher, who documents this accomplishment by placing his signature beside the objective listed on a sheet of program objectives. This information supplements the usual course grade and may be used as credentials by a student seeking employment or entering a related postsecondary program.

BUSINESS MEETING

President Clyde Hostetter presided at a business meeting which followed the program. One of the major problems discussed was communications among members. A plan to utilize the VIM newsletter was discussed and President Hostetter agreed to see that three newsletters would be printed during the year. Effort would be made through the newsletter to recruit new members. Ron Meek also suggested that an appeal should be made through the *A VA Journal.*

The president appointed the following people to serve on committees: Espenscheid – Safety and Pat Weagraff – Publications. Following this action, the Nominating Committee (Earl Hay, Amon Herd, and John Matthews) made the following nominations for next year's officers:

President – Herbert Bruce, Curriculum Development Center, University of Kentucky, Lexington, Kentucky

President-elect – Lois Bennett, Department of Vocational Education, University of Northern Colorado, Greeley, Colorado

Secretary – Foy Page, Vocational Instructional Service Center, Texas A & M University, College Station, Texas.

These people were elected as officers of VIM for the coming year.

The group went on record to continue presenting a newsreel as a part of the AVA program. Other recommendations from the group included: (1) Request that the VIM meetings be held in the AVA headquarters building or close to other AVA meetings and (2) ask for permission to have a room available for VIM display of materials.

VIM members left the convention feeling the programs had been very good. The sessions were very profitable to those attending. As interest in VIM increases, membership should increase, and it is hoped that more members will be able to attend the next convention sessions.

TECHNICAL EDUCATION DIVISION

Proceedings Recorder:
Leon G. Hardison
Division Head of Related Studies
State Technical Institute at Memphis
Memphis, Tennessee

Nineteen papers were presented by the Technical Education Division of the AVA in eight sessions having an attendance varying from a low of 55 to a high of more than 300. Fred Brinkman was elected to a two-year term on the Policy Committee, and Charles Christianson, Jimmie Styles, Addison Hobbs, Eugene Isaac, Robert Larson, and John Phipps were elected to three-year terms. Members moved into departmental positions were Peter Tetree, secondary education; Rex Billings, adult education; and Milton Larson, research.

GENERAL SESSIONS

December 2
First General Session

Theme: Introduction to Career Education
Chairman: Lloyd J. Phipps
Host: Theodore A. Koschler
Recorder: Edwin J. Taibl

Topic I: The Ohio State University Project
Presenter: Aaron J. Miller

In expressing his views on "A Role for Technical Education in a Career Education Context," Aaron J. Miller stated that a continuing concern that we have about our educational system is its seeming lack of relevance for the majority of students. There has been a minimal acceptance by our school systems for the responsibility of placing every student in a "next step" after leaving school, whether it be in a job or on the next educational rung of some career ladder. Therefore, a need has arisen to develop an educational program which restructures the curriculum around the career development needs of the individual. Such system must insure that every student completes an educational program that integrates academic skills with occupational skills. He stressed that the student's options must be open for either entering the labor market in a productive career or for pursuing the post-high school educational path, consistent with his or her career development goals and aspirations.

In his definition of career education, he stated that it is not a mere repackaging of existing educational programs under a new title. It is a synthesis of the best of existing educational practices within a new educational context which encompasses career development.

He spoke of the comprehensive career education model to be developed with Ohio State University serving as prime contractor for the U.S. Office of Education. This contract was signed in June 1971. This career education model was to be developed in conjunction with six school districts across the United States. The outcome of the project is to be components, systems, and packages which make up a career education model which has been field-tested in the cooperating school districts. Upon completion, it should be available in other school districts and institutions throughout the nation. He then dealt with the elements of career education, the implications for technical education, improved career guidance, increased relevance of non-technical course work, and greater articulation with secondary schools.

Career education appears to have high acceptance and has reached the point of no return in its historical development regardless of critics stating that it over-emphasizes the "economic" needs of man. It provides an opportunity for a one-track educational system that is appropriate for all youngsters. It is a system that allows students to pick viable career education choices based upon their own needs, abilities, and aptitudes, and then to pursue their career goals in a rational and effective manner.

Topic II: Coordination of Secondary–Postsecondary Programs
Presenter: Richard A. Hauck

To illustrate "Coordination of Secondary–Postsecondary Programs," Richard A. Hauck presented a video which was narrated by two of the students who participated in the Career Development Institute. He then told of the five different areas in which the instructors taught, how the program operates, and some of the feed-back from parents, counselors, and students.

The students in the Career Development Institute were in their junior and senior years in high school. They had two five-week sessions with 100 students in each session. They were recommended by high school counselors as students who did not like school. The purpose was to broaden their background along the lines of high school education. Each student had a faculty advisor who would meet with him once a week on an individual basis and also on a group basis. When advisors talked to them on an individual basis, they talked about the previous week; about what the student liked or disliked that week; employee-employer relationship; and how to apply for a job. Each week the student would preview one of the five different areas:

Area I – Heavy machine tooling and graphic arts

Area II – Electrical, electronic, refrigeration, electrical communications

Area III – Architectural drafting, civil engineering, mechanical drafting

Area IV – Environmental science, which included heating, cooling, plumbing, sheet metal, and different hygiene and health areas

Area V – Computer programming, welding, and business fields

This was mostly on-the-job experience. The vast majority really felt that the program broadened their background in giving them a chance to see college education and what was involved in the various programs. Programs for people not going on to college made them realize that college programs were more difficult than high school had been. It was really an eye-opener for them. They realized what was involved in this area. This program was tried in four schools in North Dakota. One-third of the students are coming back, some are going on to other institutes, and some are going on to four-year colleges. Others are joining the armed services, and others are going to work for a while. Reports from parents, principals, counselors, and administrators indicate that the students had something to work for after completing the program.

December 2
Second General Session

Theme: The Role of Technical Education in Career Education
Chairman: Thomas W. Strickland
Host: James Aldrich
Recorder: Don Corlett
Topic: Industry's Views
Presenter: Fred R. Thornton

Fred R. Thornton's presentation, "The Role of Technical Education in Career Education," covered the early beginnings of career education, with the work done in this area by comprehensive schools, community colleges, area vocational schools, and technical institutes, with emphasis on the early reports of the national and state advisory councils for vocational-technical education. These reports called attention to the need for a change in attitude and public support of educational programs to prepare young people for occupational careers.

The Tennessee Eastman engineers' assistants are assigned to engineering production maintenance technical services and training departments. They are graduates of technical institutes and colleges offering technical majors in chemical, mechanical, industrial, and electronic specializations. The company's training department in community educational agencies provides a variety of options for individual career development. Company personnel development activities are designed to improve the employee's performance in his present job, prepare him for advancement, or increase his versatility. Courses for technicians are not designated specifically for employees who have associate of science degrees. Many company technicians are enrolled in university programs and select courses leading toward degrees in mathematics and business. Advanced technical courses for employed technicians may be a training need that would be considered by technical school administrators in cooperation with university officials. Co-op programs for technical students provide an excellent opportunity for a joint industry-institute relationship. The student receives valuable industrial experience and job knowledge in the process of completing the associate degree requirements.

Career education will make a significant contribution to business and industry. The technical institutes, community colleges, and area schools have the responsibility for the individual's education and training to develop the necessary technical competencies. Industry's responsibility is to provide growth opportunities through in-plant experiences and to further career development for employees through a cooperative relationship with educational institutions. To achieve these goals requires frequent interchange of needs and viewpoints by both parties.

Reaction Panel: Melvin L. Barlow, Lucian Lombardi, George Mehallis

George Mehallis was the first to react to Fred Thornton's speech. His comments were that the speaker gave an excellent overview of industry's philosophy and how it relates to career education. The speaker touched on the evolution of career education of the 1950's as it has to do with this particular industry and he mentioned some of the innovative techniques that industry has employed, such as the self-teach courses and in-service or in-plant programs.

Counselors at junior college and secondary levels as well ask the question: "What is this thing, career education," and what's being done in graduate schools or in-service training to better understand this concept and how it ties in with the world of work? If industry is asked to support career education through advisory committees and to support bond levies, etc., so that the total educational program is to be supported in a community, then somewhere along the line individuals in education have a job in working much more closely with industry. Eastman is very fortunate, is way ahead of the times, because they do have a trained supervisor, an educator, to help with some of these problems.

The second reactor was Lucian Lombardi. He stated that he agreed with George. One thing that is quite outstanding is that Kodak is very fortunate that they do have training sessions. What about those communities that do not have programs like the Kodak Company? What does technical education do for them? Educators have a responsibility to do something for them just as Eastman is doing for their personnel. Credit through examination is given for skills acquired in industry that are included in the program for the Connecticut State Technical Institutes. Therefore, by not having people repeat what they have already learned in another program, utilization can be made of a lot of facilities available in industry. This ties in with the Educational Amendments Act of 1972, where educators are charged with avoiding duplication wherever possible. More is being done in the secondary area than in the apprenticeship program and the postsecondary area. If work with industry fits in with career education, this would enable many more specialty courses to be offered on a limited educational budget. Extensive adult programs can also be given.

Melvin L. Barlow, the third reactor, in commenting on the role of career education, stated that as pointed out by Fred, it is the key to the future, and that technical education holds a very important place in this career education. In considering the role of career education, the astounding number of technical type jobs should become quite apparent. A variety of technical type employees have extensive training needs which have to do with the role of technical education. This was quite evident in Fred's point of view. He commented on Fred's expressing industry's experiences in terms of broad concepts of technical education rather than of narrow concepts. A very interesting point of view of the role of technical education was that the participation in technical education courses is based upon the type of work and job responsibilities a person has had and not upon the educational achievement of the courses involved. This is unique and very important.

Another point of view that has to do with the role of technical education-career education is that industry provides a climate for career development for technical education. Opportunities in this area are tremendous, and probably the surface has not yet been scratched.

December 2
Third General Session

Theme: Opportunities in Technical Education
Chairman: Floyd L. McKinney
Host: John V. Ankeney
Recorder: Don Corlett

Topic I: Servicemen's Opportunity College in Off-Base Institutions
Presenters: Lee John Betts and Nathan Brodsky

In his speaking of "The Servicemen's Opportunity College–a New Educational Concept," Lee John Betts emphasized that he was not only representing the American Association of Community and Junior Colleges but also the needs of more than eight million Vietnam-era veterans and servicemen. With the assistance of a grant from the Carnegie Corporation of New York, the AACJC has developed a special program for veterans and servicemen. He is serving as assistant to John Mallan, the program's director. Among the various projects and emphases that have been developed are the Cooperative Veterans Outreach Program, technical assistance to colleges interested in extending educational programs to military bases, and the servicemen's opportunity college concept. He presented a background which delineated why old forms and structures in education were giving way to a new concept known as "universities without walls."

A servicemen's opportunity college is a community or junior college or technical institute which recognizes the need to aid servicemen and women in quest of an educational goal. It requires liberal entrance requirements, course offerings in the evenings and at other convenient times and locations, a special means for completing courses when interrupted by military obligations tutoring and other academic assistance, counselors, granting of credits for USAFI courses and CLEP examinations, liberal residency requirements, and a generous transfer policy.

To date more than fifty colleges have been officially identified as servicemen's opportunity colleges, and about twenty others are in the process of meeting criteria. We are witnessing the organization of an informal, but vital consortium of institutes—a consortium of considerable determination—which is pledging to agree on a broad spectrum of educational policies and programs with reference to one unique group of students.

Nathan Brodsky, in speaking on "Non-Traditional Education for a Mobile Population," stated that the Department of Defense is committed to two major undertakings which have direct impact upon education. The first is implementation of human goals. The second is the creation of the volunteer forces.

The human goals are predicated on the belief that a career in defense needs to be made attractive so that the servicemen and servicewomen and the civilian employees will feel a high pride in themselves, in their work, in the uniform, and the military profession. He then stated the criteria for attaining these goals, stressing that education is obviously an important ingredient.

Volunteer forces require great incentive for recruitment and retention. Surveys show that educational opportunities rank at or near the top in the minds of potential enlistees as incentive for joining the military. The military services have reached out to join with educational programs which are particularly suitable for its mobile population. The Board of Regents of the University of the State of New York created a program for individuals who chose to learn on their own. The program is flexible enough for members of the armed forces to take advantage of it. He then discussed the Commission on Accreditation of Service Experiences (CASE). In telling of the servicemen's opportunity college, he gave Lee Betts recognition as one of the most outstanding leaders for developing and extending the SOC concept.

Topic II: Project Occupations—with Video
Presenter: Gerald L. Weaver

"Project Occupations—with Video" was presented by Gerald L. Weaver. He stated that when he entered the vocational-technical field he stepped into the middle of a debate concerning the definition of vocational-versus-technical education. This debate now encompasses career education.

Call it what you may, Project Occupations was created as a direct attempt to serve the needs of disadvantaged residents and industry within the junior college district of East Central Missouri. Observations which guided the design process for the project were that unemployed and under-employed persons vitally need assistance now; a great number of the target population has had discouraging experiences with education in the past; many potential participants have experienced long successions of failures; transportation is often impossible for participants to obtain; and the reading proficiency of participants is often so extremely low that they do not adapt well to a structured classroom program.

Project Occupations is an East Central Junior College program funded under Part 102-B of the 1968 Vocational Amendment, established in October 1970. This project has trained and placed 340 persons since February 1971. The project functions with six major components: (1) sensing, (2) testing and guidance, (3) production, (4) training, (5) placement and follow-up, and (6) evaluation. It is currently averaging one person trained and placed per working day.

To date, no job has proved so difficult that efficient short term training programs in video format could not be created for it. The variety of jobs has been wide-spread, and materials have been created for 17 occupational areas, with placement in 25 employment categories.

Project Occupations has removed a sizeable number of persons from the welfare roles. At the present rate for a ten year period, direct welfare payments saved will total $1,056,000. In the simplest terms, Project Occupations finds jobs, finds people, trains the people for the jobs, puts them on the job and keeps them on the job.

December 3
Fourth General Session

Theme: The Traditional System vs. Career Education
Chairman: Michael N. Sugarman
Recorder: Milton E. Larson

Topic I: School Policies
Presenter: Jimmie C. Styles

Stressing his belief in career education in the beginning of his presentation on "Traditional System versus Career Education–School Policies," Jimmie C. Styles stated that the only thing wrong with it is that it was not available when he was in school. His definition of career education was that it is a term currently being used to describe a sequentially developed education program offering career orientation, exploration, and job preparation for all students. He said that programs are available in the first grade or earlier and are continually available throughout a person's work life. He emphasized that HEW lists 15 career cluster curricula.

In tracing career education through the elementary grades, high school, and postsecondary institutions, he listed the things that it should accomplish. These are: (1) provide information; (2) develop job entry skills; (3) help students develop ideas about the personal, psychological, and social aspects of work; (4) develop self-awareness in each individual; (5) match student interests and abilities with potential careers; and, (6) guarantee the opportunity for placement into an entry level job or further education for every student.

Some of the difficulties experienced in designing career education curricula are the recruitment of competent teachers, communication techniques, school policies, degree granting, and advanced placement.

Topic II: Teacher Training
Presenter: E. L. Kurth

In his presentation, "The Traditional System vs. Career Education–Teacher Training," E. L. Kurth emphasized that the teacher is still the most important element in the learning process. The traditional system of education, including teacher education, has been the object of attacks from students, parents, business, industry, taxpayers, and politicians. They claim that public education fails to prepare students to cope with a changing and changed world of work, a technological and mobile society, a deficit economy, political extremism, and a complexity of population behavioral patterns. As a consequence, the work ethic as a neglected aspect of the American ideal has emerged in this decade as a cultural phenomenon. Career education, then, becomes the responsibility of teachers, and teacher educators are accountable for preparing students with the competencies they need for coping with a cultural environment that is undergoing change.

One of the features which makes up the profile of this environment is that new terms, such as "work fare" contrasted with "welfare"; "life ethic" instead of "work ethic"; and "credibility"; are being used to identify developing concepts which interrelate the various elements of our technological culture. Labor and management are concerned about workers' self-concepts. In spite of abuses of welfare programs, most people want to work. Surveys reveal that youth, men, and women have a strong commitment to work.

Career education is defined as "the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society and to integrate these values into their personal value system in such a way that work becomes possible, meaningful, and satisfying to each individual." To fulfill this goal, technical education and teachers of technicians must be familiar with the various career education models and their purposes or themes and must relate specialty areas to careers in the world of work.

Teacher trainees must learn the job clusters and the technical education which fits into the several clusters. Next, teachers must learn to use the available books and documents which list job descriptions, must identify worker characteristics, job requirements, and working conditions which apply to their field.

Career education is an excellent and effective way of preparing teachers to meet their responsibilities in providing students with the cognitive and psychomotor skills and the affective attitudes and values which will enhance their success potential in their world of work.

Topic III: Planning and Evaluation–Behavioral Objectives
Presenter: Terry J. Puckett

In his address, "The Advantages of Behavioral Objectives," Terry J. Puckett noted that direction is the hallmark of every instructional system. Goals must be found which will serve as the guiding principles for the establishment of the learning process. There must be purpose or there can be no organized process of education, and the underlying purpose of all education is to bring about change in students.

Teachers have always had goals and objectives for themselves and their students. However, most such objectives have tended to be vague and general; thus they have not provided the direction and guidance required to develop instructional materials and activities or to provide the teacher and student with clear direction in the pursuit of a course.

To enhance the educational process, he advocates the development of measurable learning objectives for each course which would be available to both teachers and students at the beginning of the course. Some twelve advantages and four seeming disadvantages were described to justify the process. The speaker points out that the disadvantages seemingly are due more to our inabilities in formulating such objectives or the narrow view which we might take of behavioral objectives than to a fault in the system or concept itself.

Of most importance, according to the speaker, is the fact that if students and teachers are provided with clearly stated behavioral objectives for a course, student learning is enhanced. Unlike the other advantages which were generated primarily on a rational basis, this latter statement was made on the basis of the experimental results of a study concerning the effectiveness of using behavioral objectives conducted by each of the teaching departments at the State Technical

Institute at Memphis. The results of the study indicated that students in classes where behavioral objectives are used as an integral part of the educational program are more likely to make better grades and are less likely to fail.

Although much of the discussion to date concerning the use of behavioral objectives has centered around those involved with various types of individualized instruction projects, the speaker recommends their use to any teacher regardless of his particular teaching style or method.

Topic IV: Individualized Personalized Instruction
Presenter: Kenneth Govaerts

"Individually Prescribed Instruction at Oklahoma State University" was presented by Kenneth C. Govaerts. He stated that even though one can compile an overwhelming list of problems that exist in our society including those in education, it should not be beyond an educator's ingenuity to design a school environment which can help youngsters master concepts and skills necessary to survive in this hostile world. However, educators must be willing to try some entirely new methods of teaching. Some of these new methods may radically change the role of the teacher.

In 1970, the dean of engineering at Oklahoma State University and the chairman of the Innovative Teaching Committee obtained a grant from the National Science Foundation to help implement what is called individually prescribed instruction (IPI). The purpose of the funds was to train the teachers and to pay for the time which they needed to write the materials for core courses in mathematics, the sciences, and communications. Those teachers who did not want to participate in the program were not forced to do so.

The reasons for establishing the IPI program are as follows: (1) The information communicated verbally without involvement is retained by a student for a very short time. Studies show that a student who attends lectures in a conventional classroom situation performs no better than a student who does not. Lecture classes fail to produce the desired results because the student is in a passive, non-participating role. (2) If a graduate takes up a private practice of some sort, he definitely learns by a much more active and personal participation. (3) Students have different learning styles because they have different backgrounds and abilities, and they learn at different rates. Thus it has been learned that students will learn better when they are given opportunities to explore the topic in more than one way and at their own speed.

Essentially the IPI program consists of several basic units of instruction. Each unit states what the student must be able to do. The student's expected performance must be measurable so that the instructor can accurately evaluate his progress after he finishes a unit. Although the student must work through the units in their proper sequence, he can set his own pace, and he has access to aids such as audio tapes, modules, and video tapes.

December 3
Fifth General Session

Theme: Quickies—From the Field
Chairman: Arden Pratt
Host: Alfon D. Mathison
Recorder: Richard L. Waldroup, Jr.

Topic I: A Math System for Career Education
Presenters: Paul T. Witzke and Thomas J. McHale

Thomas J. McHale and Paul T. Witzke's presentation, "A System of Instruction for Career Mathematics," described a highly organized, highly assessed, and highly successful system of instruction for technical mathematics which has been developed at the Milwaukee Area Technical College. Published under the title, *MATC Mathematics Series*, by the Addison-Wesley Publishing Company, the three major instructional components of this system are programmed materials, continual diagnostic assessment, and a teacher. The MATC Mathematics Project was developed over a seven year period, with the initial funding in 1965 of $200,000 obtained from the Carnegie Corporation of New York. Subsequent funding has been made by the Milwaukee Area Technical College with partial support from the Wisconsin State Board of Vocational, Technical and Adult Education. The goal of the project has been to improve the instruction in a two-semester technical mathematics course taken each year by approximately 650 students in the day and evening divisions at MATC.

Some of the major features of this system of instruction are that it permits the teacher to assess and deal with individual learning problems or individual students; it promotes a high level of learning in a high percentage of students; it provides content relevant to basic science and technology; it enables the teacher to maintain a constant assessment of each student's progress and the overall success of the system; it minimizes motivational problems and enhances positive attitudes; it remains adaptable and flexible; and it incorporates the services of para-professionals for routine operations.

Since this system of instruction is commercially available, it is being used on a national basis. Some schools use part or all of the materials in courses similar to the MATC mathematics program; other schools use parts of the *Series* to supplement courses, such as remedial algebra.

A systematic approach is taken to initiate the MATC mathematics program. An entry diagnostic test in algebra is given to assess the entry skills of students. Each chapter is covered by daily assignments which are pre-assessed by special diagnostic tests designed to take only 15 to 25 minutes, but not to be graded. Ample time is left, therefore, for correcting assignments and tutoring individual students. After students complete all assignments, they are given one of three equivalent forms of the chapter test, which will be graded. The comprehensive test for each textbook is included as a part of the final examination at the end of the semester.

Because the system takes into account the low entry skills of the students, some "articulation" and "content" problems have yet to be solved. As part of this solution, the Milwaukeee Area Technical College is presently conducting National Science Foundation Institutes in Technical Mathematics for Secondary School Teachers in which the secondary schools in the Milwaukee area are being encouraged to include a two-year technical mathematics sequence in grades 11 and 12 in their curriculum. This two-year technical mathematics sequence is seen as a first step in the direction of a full four-year career mathematics track in secondary schools for students who do not intend to obtain a baccalaureate degree. The establishment of this full four-year career mathematics track will be necessary if the concept of career education is to have an impact on the secondary school.

Topic II: Career Education–Rural America
Presenter: Eugene L. Isaac

Eugene L. Isaac's presentation, "Career Education–Rural America," explained what Mississippi Valley State College (MVSC) located at Itta Bena.

Mississippi, is doing to provide its rural constituents with salable skills to qualify them for other jobs. MVSC, which has an open-door admission policy, uses a busing service to draw students from a 50-mile radius of the college, where more than 2,000 students were enrolled each semester in the 1971-1972 school year.

Realizing that there were problems connected with accepting students who are high academic risks, MVSC requires daily English and daily mathematics of students making below 10 and 11 respectively on the ACT test.

The need for daily English and daily mathematics may be reduced as students utilize the Academic Skills Parlor (Operations MAP Phase II) where help is available in reading, speech, writing, English grammar, mathematics, and science. The Parlor is a campus-wide student development center supervised and coordinated by a full-time person and staffed by content area instructors and peer-student tutors.

MVSC participates in the Upward Bound Program, which attempts to get students from low income families motivated and conditioned to college before they leave high school, and the Cooperative Education Program, which permits students enrolled in accounting, automobile mechanics, biology, brick masonry, building construction, business administration, business education, cabinet making, chemistry, electronics, machine shop, printing, science, education, and secretarial science to be employed for specific periods of off-campus work as a required part of their academic program. MVSC has approved the granting of credit hours for participating co-op students.

Teachers at MVSC are carefully recruited to uphold the philosophy of the college in its desire to educate the total person and to be responsive to the needs of the poor.

Termination of training may take several degree or certificate routes. MVSC's two-year certificate program is designed for those men and women who do not wish to go or cannot qualify to go through the regular college program. Certificates are also awarded to trainees in the Manpower Training Center, which offers woodworking machine operation skills and clerical cluster skills. MVSC offers a two-year program in nursing education.

Students at MVSC are given on-the-job training at the college where they are able to work with carpenters, painters, plumbers, electricians, and mechanics, with whose work they may compare their own. Group project training prepares students for job requirements.

The curriculum at MVSC attempts to meet the job skill and human development needs of each student.

Topic III: Career Education–Round Robin
Presenter: Alvin Vest

Alvin Vest's presentation, "Round Robin Vocational Education in Western Arkansas," described Project VAN, a pilot program in vocational orientation in Western Arkansas. A consortium of four high schools in Western Arkansas (Paris, Prairie Grove, West Fork, and Charleston) have entered into a unique arrangement in order to offer their students a variety of course offerings in vocational education. Because the four schools were traditionally small and unequipped for vocational training except in home economics and vocational agriculture, they decided to band together, using mobile vans equipped with machines and materials to offer their students, especially boys (but girls, too, are eligible), courses in machine shop, electronics, world of construction, and air-conditioning and refrigeration.

At the end of each semester the vans exchange locations, so that within two years students will have an opportunity to complete one semester's work in each of the four vocational courses.

The Arkansas Valley Vocational-Technical School at Ozark served as a coordinator for the project, helping with locating and employing instructors, conducting workshops for instructors, helping prepare course outlines, and holding host meetings of the advisory council.

The courses are designed primarily to orientate and not to train skilled workers.

Since this was a pilot project for Arkansas, funds were obtained for initial construction and equipment from Ozarka, Title III, E.S.E.A., and the State Department of Education. The school districts built concrete pads with all necessary utility outlets.

If Project VAN is a successful program, the schools involved are hoping to expand the program in the future. In any expansion program, courses involving girls will be given first consideration. The schools realize that federal funds such as those from Ozarka and Title III will probably not be available in the future. However, the superintendents hope to prove by successful operation of the pilot program that local funds could be increased when the expansion program is started.

December 5
Division Breakfast

Theme: Career Education—Hardware and Software
Chairman: E. R. Billings
Host: Scott-Engineering Sciences

Presenter: Peter C. Zanetti

To illustrate the importance of "Career Education—Hardware and Software," Peter C. Zanetti told what his company is accomplishing in this area. Scott-Engineering Sciences is the educational division of A.T.O. Inc., a publicly owned U.S. corporation with annual sales of about 400 million dollars. Scott currently supplies well over 150 bench-top laboratory learning systems which it introduced into the educational market. Scott also makes and/or supplies a wide range of traditional and multi-media instructional equipment.

It is significant to educators to note that Scott has 38 divisions and each division has a president who has autonomous managerial responsibilities. These positions demand men who are generalists, not specialists; however, it is very difficult to find the generalist.

Scott also has a need for specialists. Presently they need an electronic technician, not a TV repairman, but a man who knows about solid state circuitry. Therefore, it is obvious that men are needed not only at the top but also in the specialist area.

In trying to produce the men who are needed in industry, Scott is manufacturing learning systems only for education. As they see it, a learning system must have three characteristics. First, it must be portable and storable. It must be 20 feet long, but it will have wheels on it so that it can be moved. A Scott learning system does not get embedded in concrete so that it will become a monument to the school.

Second, a learning system should never be compared with a precision laboratory apparatus. That would make it cost too much, and a student is just as likely to learn from something that has a 5 or 10 percent accuracy as from something which has high accuracy.

Third, a learning system must be open-ended. After a student and an educator perform the experiments suggested in the software accompanying the apparatus, they can then perform pertinent experiments that may never have entered the producer's mind. Thus, these learning systems allow the student and the educator to use their own creativity rather than their being limited to one kind of performance.

Special Presentation:

Immediately following Peter Zanetti's speech, Charles O. Whitehead, program chairman, presented a plaque to Lucian Lombardi. The inscription read:

"In appreciation to Lucian Lombardi, Vice President, Technical Education Division, American Vocational Association, 1969-1972, for your enthusiasm and leadership as the first and founding officer of the division. Thanks, Lou–The Membership, Tech-Ed Division."

December 5
Sixth General Session

Theme: Preparation for Tomorrow Today
Chairman: George T. Stephens
Recorder: Leslie B. McLemore

Topic I: In Private Technical Schools
Presenter: George P. Doherty (Because of George Doherty's illness, John T. Warren presented his paper for him.)

George P. Doherty in his "Preparation for Tomorrow Today in Private Technical Schools" began with the idea that the only way a private technical college can justify charging unsubsidized tuition is to produce graduates superior on the whole to the graduates of subsidized community and junior colleges. In this way private school graduates will be employed at higher starting salaries and will have greater adaptability to change and greater lifetime value and earning power.

To achieve this end, private technical schools must tailor their programs to actual employment needs rather than to what educators think are the employment needs. He recommended that educators go to enlightened, sophisticated employers and ask them to indicate what skills and theoretical knowledge they would like to find in the graduates seeking employment. Employers should forget what is now available and answer in terms of what they would really like to have. Such an approach is used by the Bell & Howell schools, the largest system of private electronics schools in the United States.

Once the specifications have been obtained, the entire curriculum is re-examined to see what contributes and what does not contribute to the actual needs of employment. The next step is to eliminate what is not productive and to substitute effective means to the new ends, making change a big part of the future of private technical education.

Because the Bell & Howell schools are open-door schools, three other issues must be considered in planning for change. The first is that which deals with teaching young people who leave high school unprepared to function in modern society. The second concerns the fostering of innovative methods of instruction. And the third centers about experimentation with individualized, self-instructional materials to reduce dropouts and maintain interest. More specifically, postsecondary private schools must include remedial education in

English and arithmetic if they are to successfully compete with the low tuition of postsecondary public schools.

After making a plea to salvage ghetto and other disadvantaged youth throughout the country, he concluded his presentation by stressing that private technical schools must face a period of great challenge in that they must improve the value of their instruction and of their graduates in order to justify their tuition rates.

Topic II: For Prisoners and Criminals
Presenter: John R. Schuster

In presenting "For Prisoners and Criminals," John R. Schuster proposed a highly specific plan of action to educate prisoners and criminals so that upon return to society they would be equipped with marketable skills that would change their approach to life. Of the more than two million people who are confined in correctional institutions yearly, more than 75 percent will recidivate following their release. Because nearly 99 percent of this nation's prison inmates will return to society after only a relatively short period of confinement, the plan must be implemented immediately.

He proposed the concept of NewGate as a model for creating a body of vocational education programs for prisoners and offenders. The NewGate program has lowered recidivism rates to less than 20 percent and has restored to society effectively functioning, constructive citizens. This program provides postsecondary education and counseling for prisoners and offenders and seeks to develop new outlooks and marketable skills in inmates to reduce their likelihood of recidivism. It includes services within and without institutions and follow-up support services of job counseling and placement assistance in the post-release period.

He indicated that the success of the NewGate concept lies in the sponsorship of these educational and counseling programs by bona fide educational institutions. The first NewGate, sponsored by the University of Oregon, operates at Oregon State Penitentiary. Other similar programs are ongoing in Colorado, New Mexico, Missouri, Minnesota, Kentucky, and Pennsylvania. While the programs may differ from state to state, the methodology is the same.

NewGate concerns itself only with inmates able and willing to complete college work—25 percent of today's prison population. Postsecondary education for these inmates has resulted in dramatic changes in behavior and self-evaluation. The provision first of in-prison educational programs, secondly of full-status educational programs at the parent institution, and finally of meaningful employment has alleviated the problems of transition from confinement to society.

This interaction among inmates, their keepers, and educators has led to a new hope: hope for offenders, for correctional personnel, and for society. With the talents and leadership of technical-vocational educators, many people who have none today—will have a tomorrow.

December 5
Field Trip—Malcolm X Community College

Theme: Show and Tell—Malcolm X Community College
Chairman: John F. Grede
Host: Charles H. Hurst, Jr.
Recorder: Leon G. Hardison

Presenters: Faculty and Staff, Malcolm X Community College

Approximately 150 AVA members bussed to Malcolm X College for an introduction to and a tour of the physical facilities.

Malcolm X College is a two-year junior college facility comprising six colleges under one system. The total cost of the plant was $27,000,000 funded on a 50-50 basis by federal and city-state funds.

An introduction and a welcome to the college were given by John F. Grede and James D. Craig, who explained that Malcolm X is a college for the people, primarily black people, whose purpose is the quest for justice, freedom, peace, quality education, etc. In general, the failure of the individual is logged as a failure of the group. The school tries to promote flexibility, creativity, and responsibility.

The tour included the meditation room, learning center, library, classrooms, lecture hall, drafting rooms, radiology, the day care center, music department, gymnasium, and swimming pool. The "Plato" program has been installed in the learning lab and is in the process of filling out a full range of self-paced modular learning programs.

December 6
Seventh General Session

Theme: Career Education for New Careers
Chairman: Ralph Caldwell
Host: Jake Salley
Recorder: Kyle McGraw

Topic I: Fluidics
Presenter: Norm Abell

Norm Abell presented some interesting ideas about "Teaching Fluidics to Engineering Technology Students." He defined fluidics in its practical application as "thinking with air." He stated that the old technology of fluid power and its control provided the basis for the new fluidic devices and systems which can replace most of the electronic devices and can be used to perform many chores that electronic devices cannot perform. However, fluidic control devices perform much more slowly than electronic devices; therefore, they cannot compete when speed of operation is important.

Most fluidic devices are switches or valves with no moving parts. They operate on a principle called the coanda effect, which we have all observed when we have tried to pour cream from a pitcher and the cream runs down the side of the pitcher rather than out the spout.

Fluidic devices are completely reliable and linear at all temperatures, they are not affected by radio-active atmosphere, and they are much simpler. Normally, air leaks do not create nearly as many problems as electronic leaks create. Air is a cheap fluid and is available in most industrial situations.

At Brevard Community College in Cocoa, Florida, the Mechanical Engineering Technology Department is doing some things which are innovative in the field of teaching fluidics to engineering technology students. He showed 30 slides which showed the devices they are using to teach fluidics to their students. They are using student-built and industrially-built hardware for teaching devices. They have closed circuit television, a magnetic circuit board for fluid circuit design, a water table built by the students, chips which have evolved through three generations, a vortex amplifier, dies to insert into the water to indicate the vortex effect, a hickock-team unit, turbulence amplifiers, and a vega unit.

Fluidic systems are evolving into a full-fledged new technology. By using a combination of student-built and industrially-built hardware, those at Brevard Community College have been able to teach this new technology of fluidics to their engineering technology students.

Topic II: Laser Electro-Optics
Presenter: John D. Pierson

Don Pierson assured everyone that, although the field of "laser electro-optics" is little more than a decade old, there is a growing need for well-trained technicians with formal technical school background which combines the knowledge and skills of electronics, optics, and lasers. The Department of Laser Electro-Optics at Texas State Technical Institute in Waco, Texas was established in August 1970 in order to provide the growing need for these technicians.

The Technical Education Research Center (TERC), under the sponsorship of the U.S. Office of Education (U.S.O.E.) and in cooperation with the Laser Electro-Optics Department at Texas State Technical Institute, surveyed the fields of electronics, optics, and lasers to determine the specific training objectives of this new and unique field. In addition to these relevant training objectives, the Laser Electro-Optics Department is supported by an industrial advisory committee which meets twice a year and whose function is to see that the training materials and objectives are current and relative.

The materials used in this new technology are written to provide the students with a three to one lab to classroom ratio. Each lab is related to a specific task or tasks in the laser electro-optics industry. Essentially, the students are receiving two years of on-the-job training on a large variety of equipment and systems with lectures designed to provide the knowledge necessary to implement these on-the-job skills.

In two years the enrollment has gone from 4 to 54 majors in this field. In the 1971-1972 school year six graduates from the program were placed in the laser-electro-optics industry at better than average salaries, and each of the students received approximately eight job offers. The jobs these students accepted range from basic research to equipment operation.

Prospective employers of graduates from the Laser Electro-Optics Department are located all over the nation. Inquiries from Connecticut to California and from Texas to Minnesota were received. However, because of the nature of the laser electro-optics industry, most inquiries come from the East and West Coasts.

The anticipated growth of this department depends on many factors. Under conditions that exist at the present time, 100 graduates per year could be placed on jobs without soliciting employers. Perhaps if the number of graduates were doubled, they could be placed with little advertising, and, of course, the demand for well-trained technicians in this field will increase over the next few years.

Topic III: Flexibility in Technical Labs
Presenter: John R. Hallman

John R. Hallman's presentation, "Flexibility in Technical Labs," provided a view of one school's solution to the problems of reduced technical/scientific enrollments, reduced budgets, financial accountability, and high-cost programs.

The speaker stated that a major factor in technical education is the capability of providing realistic training experiences for the student. At Nashville State Technical Institute a program is being developed which will give the participating students laboratory training in the fundamentals of cooperative effort and experience in operating standard industrial equipment. The Chemical Engineering Technology Laboratory Program has been designed so that the (chemical engineering technology) will be required to assemble a simulated pilot plant and to operate this plant to an industrial procedural system. A closed loop type of pilot plant was chosen originally to conserve the chemicals used and also to provide a system that would permit both dynamic and static studies of the flow and the heating/cooling of the fluids involved in the process. This mode of training was extended to the other engineering technologies in the school. This development includes electrical, electronic, mechanical, industrial, and chemical engineering technologies as an operating team with each individual technology being represented on small operating groups or sub-teams. It is intended that the sub-team or group would be assigned one module of the pilot plant and be responsible for the proper operation of that module in the total system loop. In addition, each separate technology student will be required to collect system operating data concerned with his own particular field of study. In addition, the architectural and building trades technology at the school will be utilized in developing a re-design of the laboratory room, the laboratory services, and testing area toward providing a realistic manufacturing and process systems facility.

Finally, the computer technology systems are intended to be used to provide test data storage and recall, to provide inventory and operating cost data, and to give assistance in the many calculations used to determine the system parameters and performance.

Topic IV: Follow-up and Evaluation
Presenter: John Glenn

In his presentation, "Second Phase of the Follow-up Study of the Pennsylvania State University Associate Degree Graduates," John W. Glenn, Jr. discussed the increasing importance of product evaluation as a tool in determining how effectively a program meets the needs of the student it serves. It was suggested that longitudinal studies have more merit than the usual short term follow-up studies of two-year graduates.

This particular study was designed to include these steps: (1) determining the objectives of the study, (2) determining questions to be included, (3) choosing the instrument and procedures, (4) sampling strategy, (5) analyzing the data, and (6) making conclusions and recommendations.

The major purposes of the second phase of the follow-up study were determined from the first phase experiences, suggestions received, and a critical review of how the data were utilized from the first phase of the study. The objectives of phase two are:

1. To continue contact with the students to learn what happened to them since graduation
2. To obtain sufficient information from the students to permit establishment of cost-benefit relationships on their programs
3. To find out what the graduates feel about the basic and specialized courses in their program
4. To learn about the graduate's job mobility, job satisfaction, job activities, and the relationship between what the graduates are doing on the job now and what they studied in their associate degree program
5. To use such information to establish additional bases for improving the associate degree program at Pennsylvania State University.

An anlaysis of this data should be available in late winter.

TRADE AND INDUSTRIAL EDUCATION DIVISION

Proceedings Recorder:
Frank F. Johnson, Jr.
Assistant Professor of Education
Trade and Industrial Education
University of South Florida

INTRODUCTION

The Trade and Industrial Education (T & I) Division of the AVA, under the leadership of Vice President Joe D. Mills, sponsored a variety of meetings as part of the annual AVA Convention in Chicago. The following reports of proceedings of the policy committee, business meetings, professional programs, and other activities of the T & I Division are derived from reports of individuals who served as program recorders. The reports are organized into four main topics:

I. Trade and Industrial Division Policy Meetings
II. Professional Meetings of the T & I Division
III. Business Meetings of the T & I Division
IV. Business and Professional Meetings of Affiliated Organizations

I. POLICY COMMITTEE MEETINGS

Chairman: Harry Davis

The T & I Division Policy Committee is responsible for the general direction and focus of the division, as well as its component organizations, standing committees and councils, and ad hoc committees. The Policy Committee reports directly to the AVA vice president of the Trade and Industrial Division.

The 1972 Policy Committee meetings were directed to reports by the various members, discussions of divisional affairs, and the development of policy to be presented to AVA and the division membership.

II. PROFESSIONAL MEETINGS

First General Session – December 2
Chairman: C. Thomas Olivo
Recorder: Frances Burham

The theme of the first general session was: "Toward a National Scheme in Trades and Industries Education for Developing the Human Potential."

The first speaker was Seymour Wolfbein, Dean, School of Business Administration, Temple University, who spoke to the topic: *The Manpower Component.* A summary of remarks suggest that most of the time we have had to react to vocational legislation. Now we should turn the process around and develop something that is responsive. We must consider the social and economic environment in general and manpower in particular and consider the following:

1. Job outlook (employment)
    a. One hundred million workers in 1980. What kind of training will they need?
    b. Composition of work force
        1. One out of seven will be black.
        2. One out of every two will be female.
        3. Decline of the 30-44 age group workers.
    c. Job prospects are best in vocational education including T & I
        1. Just recently the clerical occupations became the number one occupational group. Secretaries, stenographers, and typists are the largest in office occupations.
2. Education dynamics
    a. The median number of years of education completed is now 12.5 or greater than a high school education.

b. By March 1972, the median of the professional was 17 years.

c. Must answer this: what is the difference between median of years completed and education completed?

3. In 1970 vocational education in general and trade and industrial education in particular stand at the cutting edge of civil liberty in the United States. Civil liberties are never granted, but they have to be earned. Society has to provide the opportunity.

4. Discern and perceive what the economics of environment are in relation to manpower, such as:

a. The changing geography of employment opportunities.

b. That one out of six jobs are located in the states of Texas, California, and Florida.

c. That importance lies in achievement rather than years of education completed.

d. That "the action" is where the skills are learned.

e. That international markets are important, and we should consider what we can send abroad.

The second speaker was Rosalie C. Risinger, Principal, Essex County, New Jersey, Vocational and Technical High and Adult Technical School, who spoke of *The Human Resource Component.* Her remarks suggest that:

1. In the field of human resources, there are many examples of special needs of students. Statistics point up some of these special needs. In 1971-1972, 850,000 students dropped out of elementary and secondary schools, and 800,000 entered college but left without a degree or occupation.

2. There is an increasing percentage of black people in the metropolitan areas. Unskilled jobs are all that many of them can take, and that is part of the problem of special needs.

3. There is a change in the concept of the kind of training and occupations for women. As a result, some schools are now called centers instead of schools for "boys" or for "girls".

4. We now have 21,000 types of jobs, and by 1980 we will have 30,000 types of jobs. By 1975 less than 5 percent of the jobs will be available to the unskilled. Trade and industrial education must assume leadership roles in providing the activities which let people of all ages and abilities enter into T & I occupations.

5. Leadership must be provided in teacher education. Vocational student organizations should be supported. Preservice courses should give those in teacher education an opportunity to explore advisorships.

6. In conclusion, trade and industrial education must consider the need for and use of total educational resources.

The third speaker was Joseph Manch, Superintendent of Schools, Buffalo, New York. Mr. Manch's remarks were directed toward the topic: *The Educational Enterprise.* A brief summary of his comments suggest that:

1. It is important to prepare young people to be competent and happy. The names we tack on to the kind of training are superficial, but it is important whether or not they are being prepared for the world of work. Boredom is as bad as anything when young people are educated but not trained.

2. "Flexibility is the key". Teachers and administrators must realize this and change their approach to occupational education, just as students must be taught to expect change in the world of work.

3. Earning a living is only part of education. We must take our whole life as our vocation, including our avocational interests. Course work and occupational

goals should be able to change no matter what the choice. It may be academic or vocational school, and there should be a choice within the vocational schools.

4. The question is raised as to why a course should be four years in length, for example. Some students start dropping out as soon as they have acquired the rudiments they needed, while some students should be permitted to start later in the course and finish.

5. There is an element of guidance needed. Counselors, as well as the average teacher, should have knowledge of the world of work.

6. Involvement is another important part of trade and industrial education. There should be community involvement and work done directly with industry. The educational enterprise should include many things, such as knowledge of job clusters, job outlook, human elements, finish goals, and job satisfaction.

7. The relationship between student and teacher is tremendously important. The understanding of a skill or craft, and one's respect for the dignity of a particular vocation, may often be largely influenced by the attitude the teacher imparts to the student.

Second General Session – December 3
Chairman: Harry F. Davis
Recorder: Ron Pollock

The theme of the second general session was: "Toward a National Scheme in Trades and Industrial Education for Developing the Human Potential."

C. Thomas Olivo, Professor, Graduate Faculty, College of Education, Temple University, spoke to the topic of *A Concept of Human Resource Development.* His talk provided examples of six basic types of educational programs that were composed of 40 major clusters that encompassed some 200 different full-time curricula. Mr. Olivo further suggested that the work ethic needs modification to the point that persons consider work essential to existence and it should be considered a privilege.

Byrl R. Shoemaker, Director of the Division of Vocational Education, Ohio State Department of Education, continued with a presentation titled: *A Relevant Dynamic Practical Arts Philosophy.* His presentation suggested that not all practical arts programs are industrial arts and that there is a place for both practical arts and vocational programs if the goals of each are understood. Toward this end, vocational education must be based upon experience.

Adolph Panitz, Co-Director, National Occupational Competency Testing Project, spoke to: *A Relevant Trade and Industrial Education Program.* In his presentation Dr. Panitz reported that the progress of the national occupational competency had brought the project to Phase III, which will entail the pilot testing of some 13 more occupational competency tests. During this phase, 11 pilot test centers will be established. His remarks noted the willingness of the states to cooperate in the satellite approach to testing and the identification of qualified candidates for the test, and he called for continued cooperation of the various parties to insure the success of the program.

Special Session – December 2
Chairman: Gilbert Wolfe
Recorder: Robert Collard

The theme of this special session was: *Relevant Training in the Building Trades.* Several persons spoke to the topic and responded to considerable reaction from the audience.

The first speaker was Gilbert Wolfe, National Director of the Plasterers Apprenticeship Training Program. His remarks suggested that employers find it very costly to train apprentices from the beginning, and he felt that the logical place for the training in basic skills would be in the public school. He raises the question as to which sector: the academic, the unions, or the parents who resist vocational training? In any case, Mr. Wolfe suggested "that while the argument rages the children lose."

He further indicated that HEW reported that nearly 2.5 million students leave formal education without adequate training for careers. This figure represented to Mr. Wolfe a "mountain of non-skilled people being stockpiled, while industry is frantically trying to hire skilled workers. In addition, he questions the relevancy of teacher training as to how current the instructors are with the new developments in industry. On the other hand, does industry really know what type of employees they need?

In closing, Mr. Wolfe suggested that new approaches are in order to help the apprentice who applies himself accelerate his advancement. Similarly, he challenged the vocational educators to "bring the classrooms closer to the on-the-site construction production system."

Charles L. Allen, Coordinator, United Brotherhood of Carpenters and Joiners of America, reminded the gathering that vocational education such as we have in the schools was an outgrowth of the effects of the industrial revolution upon the older institution of apprenticeship. With the institutionalization of vocational education, the gap between it and apprenticeship has continued to broaden. He further suggested that occupational education is infiltrated and eroded by academic education. As a result, the aims and objectives of vocational education are lost.

Mr. Allen identified several problems that seem to reduce the number of vocationally trained youth from entering apprenticeship. He pinpointed uninformed guidance counsellors, the stigma of vocational training, and the "dumping ground" attitude of schools toward vocational education, inconsistencies in curriculum between the school and apprenticeship, and lastly, the implementation of Title 29, Code of Federal Regulations, Part 30, which in reality penalizes the vocationally prepared youngster.

Contemporary Research – December 5
Chairman: Edgar Roulhac
Recorder: McKeever Williams

Harley Gillet, Associate Professor of Numerical Control, Macomb County Community College, Warren, Michigan, addressed the group on the topic of *Numerical Control: The Impact Upon Industrial Education Teachers.*

His presentation outlined the development of numerical controlled equipment and its rapid expansion into the commercial production enterprise. A central theme in the presentation suggest that the industrial education curricula stresses the basic skills when they should be stressing the basic concepts used in modern manufacturing. Initially, the teachers must qualify themselves in numerical control equipment, procure the equipment, and then develop a program that prepares the student to take his place in the contemporary work world. In his closing comments, Professor Gillet suggested that rather than preparing students for jobs that they will find obsolete, the student should learn to compete effectively in the modern world and be imbued with the attitude:

> I have come a long way.
> Further than I thought possible,

I keep setting my sights further and further.
If I have confidence, the future is unlimited.

Donald Patten, Educational Consultant, Visual Systems Company, Sanford, North Carolina, spoke to the topic of: *Individualized Instruction Approach in Automotive Mechanics.*

In his remarks Mr. Patten described the development of individualized instruction, its application, and the numerous advantages of this technique of instruction. He provided a summary of the results of his program which were that there was:

1. Better use of lecture and laboratory time. Students knew exactly what they were expected to do.
2. Better training and in more detail, better safety control.
3. Opportunity for a student to go at his own pace.
4. Less of a threat—a student was not competing against others but just against himself.
5. A different role for the instructor—he was helper rather than lecturer.
6. Better evaluation and a higher rate of success—90% or higher.
7. Better student interest.

III. BUSINESS MEETING

Business Meeting and Divisional Association Reports – December 5
Chairman: Joe D. Mills
Recorder: Mendel Bergman
Topic: Opening and Introductions

Joe D. Mills, vice president, T&I Division, opened the meeting and introduced Mendel Bergman, head of the New York City Bureau of Trade and Technical Education, as the recorder.

Under old business, Joe Mills expressed his appreciation for the report of the 1971 proceedings of the T & I Division, which were prepared by Charles R. Doty of Rutgers University. He stated that this year's proceedings of the T & I Division will be prepared by Frank Johnson, University of South Florida, Tampa, Florida.

Joe Mills then referred to a recent *AVA Journal* article about a task force which was appointed by the policy and planning committee in Washington, D.C., to discuss the position of trade and industrial education as it stood in relation to the U.S. Office of Education. There were three tasks assigned to this group; the primary purposes were:

1. To develop cooperatively with the various associations, guidelines for improving trade and industrial education.
    a. Determine actual instructional needs in T & I Education
    b. Determine employment situation
    c. Proceed with objectives and a plan of action to satisfy these needs.
2. To develop a more effective instructional program for trade and industrial education at all settings. The job of the committee was to develop:
    a. The scope, goals, and objectives.
    b. Suggest the plans for implementation
3. To utilize the expertise of the various professional organizations to further promote the instruction program of trade and industrial education, including defining the role of T & I Education and generating acceptance and support for this role in the educational system of the United States.

A key point brought out at a meeting with Commissioner Marland was the Commissioner's desire to look for additional funding for his program of career education that might involve the funds of other acts, such as the *Higher Education* and *Elementary-Secondary Education Act.* The group questioned his using solely the vocational funds in this Act, which appeared to be a sensitive issue.

As a result of this committee meeting four task forces were asked to draft a report for discussion by this body here in Chicago.

Joe Mills therefore called upon Gordon McMahon, the chairman of the Policy and Planning Committee who is also the chairman of the Committee on Teacher Education to briefly cover one of the reports which was distributed at this meeting.

REPORTS –
TEACHER EDUCATION

Gordon McMahon, professor of Vocational and Technical Education, University of Michigan, stressed the importance of sufficient trade experience, a comprehensive testing program, and a careful selection process for all entering teachers of T & I Education.

He reminded us of the national competency testing project that Rutgers University has been involved with during the past four years. This helps to provide us with teacher tests which should be useful for teacher selection. He stated that they now have 13 teacher tests that are ready for use and 11 more that are almost ready for use.

A committee of Tony Wiesolowsky, Elmer Schwiesow, and Edward Kotchi drafted a paper titled: "Guidelines for Establishing Criteria for Trade and Industrial Teacher Education and Certification." A copy of this paper was distributed, and the audience was asked to review the document and forward their reaction to him.

Gordon McMahon then went into the matter of college credit for successfully passing trade proficiency examinations to provide trade competency. He pointed out that Oswego State University allows 30 semester hours of credit for those who passed their trade competency examination at a level sufficient to become an instructor of that trade area. This is equivalent to credit for one year of college work. Other colleges and universities allow varying credit for trade skill competence through experience.

He then named a series of teacher education courses, such as course organization, shop management, educational psychology, audio-visual education, history of vocational education, etc., which should be an integral part of the required basic courses for training teachers of trade and industrial education. The liberal arts courses required for a degree program should not be overlooked, but should be interspersed in the degree program requirements for T & I teachers.

Concerning permanent certification for trade teachers, Gordon McMahon stated that teachers completing the basic training education program should not be given permanent certification, but should be required to complete the total degree program; otherwise we will cripple a teacher's possibilities of competing with his fellow teachers in his own school and community. Some members of the task force felt that permanent certification should never be granted.

VICA

Ken Edwards, Labor Representative of IBEW spoke on supporting VICA, which was formed in 1965 and which now has about 130,000 members. The

IBEW, the United Carpenters Union, and General Motors, all highly endorse VICA. He suggests that Larry Johnson and his state advisers of VICA get together to approach George Meany on endorsement from the AFL-CIO of the many activities of VICA, including the United States skill olympics which are scheduled to take place in Tulsa, Oklahoma this summer. There will be at least 14 skill contests scheduled for this summer in Tulsa. He also stated that he would also like to see our T & I-oriented VICA members turned into international ambassadors of good will on an exchange basis. He would like the entire division to pitch in and help to build up VICA.

USOE

William Dennis, USOE, referred to the 15-page draft entitled *Trade and Technical Education Advisory Committee Guidelines for Local Level Use*, which he distributed to those present. He stated that it is his opinion that we have the closest cooperation between educators and industry at the local level. This is where the action takes place; consequently, this document should be invaluable as a guide for prospective and active committee members who are working with T & I Education at the local level. An attempt has also been made to show some of the past accomplishments of T & I advisory committees working at all levels, particularly at the local level where for over 50 years some very active and strong programs in T & I Education had been backed by active local advisory committees. We are now trying to couple this with the impact of the new legislation which has come forth in the Education Amendments of 1972, with particular reference to Title 10. Although that particular title addressed itself primarily to the postsecondary level, there is a section in there where infusion of vocational education will occur at both the elementary and secondary levels in support of this. Consequently we are trying to provide a perspective or framework within which we should not lose sight of the fact that we must maintain the skill development components in our T & I education; there is no attempt made to de-emphasize this. However, you will note that on page 5 of the draft, we also address ourselves to career education. USOE is trying to show how T & I Education backed by advisory committee activity is an important part of the overall career education thrust that will no doubt serve us in many communities. It was noted on page 5, a five-phase prospective or suggested outline which emphasizes career education.

Phase 1 is "Trade and Industrial Career Awareness – Grade K through 6". Please do not take this out of context and feel that the trade and industrial educator is going to go down into the elementary grades and do this. This is not the intent. However, we do realize that this can be taken out of context, and we expect some feedback on this particular page. This page is patterned after one or two states that have moved in this direction with their T & I programs. They have at the state level moved with teacher education and state supervisors of T & I and have looked at the whole career education concept in a K through adult perspective and have attempted to address their efforts and their resources and their expertise as to how they can assist other areas, particularly the elementary and junior high school levels in addition to what they are doing in trade and industrial education in secondary and postsecondary levels.

He then stated the four major areas of local advisory committee responsibility: (1) to advise, (2) to evaluate, (3) to report, and (4) to assist with guidance and placement.

The committee has also tried to distinguish between the craft committee and what may be called a general or a career education committee that would relate to different bodies within the local education system.

WOMEN'S SECTION

Ethel Smith, President of the Women's Section, T & I Division, indicated that no section report would be made because of the lack of a quorum at the business meeting. The section will complete its business by mail ballot, and welcomes comments anyone wishes to make relative to existence of women's section.

NASSTI

George Swartz, state supervisor of T & I Education, Richmond, Virginia, reported on the National Association of State Supervisors of Trade and Industrial Education. He stated that he is NASSTI's representative on the Policy and Planning Committee and has attended all meetings and will continue for another year. He also took care of VICA corporation business at a recent NASSTI meeting. Articles under which VICA is incorporated call for the state supervisors to be the corporation members. They, therefore, have the responsibility of electing the VICA Board members. There were two vacancies filled, creating the following up-to-date list of members who are on the VICA Board of Directors for the coming year:

Region One – Harry Davis, Ohio
Region Two – George Swartz, Virginia
Region Three – Charles Easley, Arkansas
Region Four – R. B. Daniels, Kansas
Region Five – Jim Herman, California

If there is input for the VICA Board of Directors, it should be done through the corporation member (state supervisor).

Officers of NASSTI elected for this coming year are as follows:

President – Fred Gordon, Minnesota
Vice President – Jim Herman, California
Secretary/Treasurer – Bob Patterson, Texas

He then stated that a committee of six people, a chairman and a representative from each of the affiliated sections of the T & I Division, was appointed to look into what could be done to give T & I more input and more attention at the national level. He stated that he is on that committee representing the state supervisors.

NATII

Elmer Schwiesow, member, National Association of Trade & Industrial Instructors, reported that at their business meeting they elected:

Elmer Schwiesow – President, Iowa
Robert Hatcher – President-elect, Florida
Tom Bradley – Treasurer, Oklahoma
John Fulgrum – Secretary, North Carolina

Their constitution was ratified and will be effective next year.

He stated that he had 100 percent membership from Oklahoma–480 members–and is now looking for more members to come into NATII. He then announced that he would like to meet with all T & I state supervisors and NATII officers at the end of this meeting.

Mr. Schwiesow further reported that at the AVA/NSC Joint Safety Committee meeting in Chicago, the Committee worked on expanding the core safety module which is being developed. This project has the approval of the American Vocational Association in recommendations two and three of the Board minutes relating to this committee.

The meeting was continued on December 1, 1972 at the AVA Convention on the agenda as planned, namely:

1. Identify safety practices most often violated by young workers
2. Identify three individuals from each of the occupational fields
3. Assist in locating resources
4. Commitments to review copy when available.

R. Bondrau of the McGraw-Hill Publishing Company is compiling information for the safety module. An ad hoc committee was selected to pick three schools each to practice the module on.

Joe Mills, AVA vice president, T & I Education, then added that he felt that the largest group within the T & I Section should eventually be the teachers' group. He hoped that as state or local administrators of T & I Education, we have the responsibility to inform our teachers of the significance of being united in a thrust for trade and industrial education. He stated that as he looks around AVA and sees the various teachers' groups we have, it bothers him to a great extent that over a period of years we have not had a real strong T & I teachers group in the AVA.

AVA RESOLUTIONS AND PROGRAM WORKS COMMITTEE

James Wilson, chairman of AVA Resolutions and Program of Works Committee, reported that at the T & I Policy and Planning Committee meeting on December 1, 1972, there were three resolutions suggested from the T & I Division:

1. International skill olympics – asking for AVA support of this event
2. Commendation and support to the national advisory council for the 7th annual report, vocational student organizations
3. Enlisting the support of administrators of teacher education for more visibility for T & I.

He was pleased to report that we had the first two of these three resolutions accepted. The third is incorporated in a number of other resolutions, since other divisions of AVA were concerned about the same kinds of things.

There were at first a total of 40 resolutions to consider. This had been cut down to 20 resolutions, which will go on the floor of the House of Delegates for their approval tomorrow, December 6. He then briefly described each of the resolutions.

He suggested that at the meetings of various committees they keep in mind the resolutions that might evolve from our committee discussions and also the concerns that we have that should be brought to the attention of the AVA. Individuals have a right to bring a resolution to the committee to have it considered by the Board and the House of Delegates. The first 1973 meeting of this group will take place in March, so if you have any ideas or concerns for new resolutions, get them to us before that time so that they can be considered for the 1973 AVA Convention in Atlanta, Georgia.

Thomas Olivo, former president of AVA, now professor at the Graduate College of Industrial Education at Temple University, Philadelphia, Pennsylvania, called our attention to:

1. Maintaining the integrity of T & I's position in vocational education and
2. Keeping on the alert to the possible undermining of vocational education programs by other units of AVA (Industrial Arts was identified as one of the units).

He further called upon Vice President Mills to maintain a forceful position to prevent the establishment by any other division of AVA of any policy which is in conflict with our T & I Division policies.

Joe Mills replied that the maintaining of the integrity of T & I's position in vocational education was provided. He further stated that in regard to Resolution #18–*Federal Regulations for Industrial Arts*–a final revision took place on December 4th to word it in a more positive fashion. This resolution was directed to the proposed regulations to be established for the implementation of the Higher Education Act as it affects industrial arts, as follows:

WHEREAS, the definition of industrial arts included in proposed Amendments 102.3 to the Federal Regulations to the historical role of industrial arts in general education; and,

WHEREAS, the definition of industrial arts in 102.3 makes no reference to preparation for employment in terms of job skills and technical knowledge; and,

WHEREAS, P. 92-318, entitled, "The Educational Amendments of 1972," in Section 202, includes the language related to industrial arts, as follows: "The commissioner determines by regulation that such programs will accomplish or facilitate one or more of the purposes contained in the first sentence of this paragraph";

WHEREAS, existing federal regulations for vocational education and state plans for vocational education include standards and guidelines for programs designed to prepare individuals for gainful employment in any type of occupation desired in that state; and,

WHEREAS, the *Proposed Guidelines for Industrial Arts* identified as 102.4 (6) (5) (iii) provides for duplication of services and programs already *established* by standards in the federal regulations and state plans as vocational education;

THEREFORE, BE IT RESOLVED, that the American Vocational Association support the role of industrial arts in the total program of education as indicated in the proposed definition of 102.3 (4) and the proposed regulations 102.4 (B) (5) (i) and (ii); and

BE IT FURTHER RESOLVED, that the American Vocational Association strongly oppose the inclusion of 102.4 (B) (5) (iii) in the proposed regulations, on the basis that it provides for duplication of effort presently provided for in vocational education, and will cause conflict of interest and effort within the states; and

BE IT FURTHER RESOLVED, that the American Vocational Association requests that the language and the definition 102.3 (G) (i) be changed from *"pertain to the body of subject matter or related courses"*, to *"pertain to the body of subject matter or courses,"* to eliminate confusion with a term that has an historic curriculum meaning in vocational education.

Mr. Mills further indicated that the section in the regulations referred to states that: "Industrial arts prepares individuals for gainful employment as semi-skilled or skilled workers, or technicians, or semi-professionals, in recognized occupations and in new and emerging occupations. In order to accomplish or facilitate this purpose, such programs shall prepare individuals for entry level skills in programs which are recommended by the local educational agency in consultation with local advisory committees which meet the content of vocational instruction included in this section and which are approved by the state and included in the state plan for vocational education as programs of vocational educational and technical education. This is, in essence, the resolution that was presented.

"We are backing up a resolution which indicates that we are in opposition to Part 3 of a proposed regulation which defines that as a role of industrial arts."

Mr. Mills further stated that at a meeting he attended on December 4th involving these resolutions, he made a motion that the Board of Directors of the American Vocational Association:

> "Go on record as recommending that some members of the Trade and Industrial Division be invited to participate on the Ad Hoc Committee for Industrial Arts Education in the development of their position paper. This is notification that we are willing to serve in this regard to help eliminate this conflict."

This was passed unanimously by the Board, since the Board of Directors did not wish to see any conflict in the historic role of Industrial Arts and Trade and Industrial Education.

VICA

Larry Johnson, executive director, Vocational Industrial Clubs of America, Falls Church, Virginia, stated: "Two years ago in New Orleans, this delegation, or voting body, expressed its concern about trade and industrial education. One of VICA's concerns is the reorganization in the Office of Education which entailed the elimination of trade and industrial education as a recognizable service within the Division of Vocational Technical Education. Now VICA's concern is this: we have a Board position that calls for a representative from the Office of Education, and specifically it says the person is designated to work with Trade and Industrial Education. Now there is no such person designated in the Office of Education at this time. The Office of Education has been very gracious to appoint a person to work with VICA, but according to VICA's bylaws, this is not a person with the proper title, and therefore he does not legally fit the Board position. You may remember that the resolution addressed itself to this problem, as well as to the disintegration or dividing of Trade and Industrial Education into nine or ten different areas. During the past 24 months, we have had no less than three different associates or assistant directors in that Division. Now since we have a new associate commissioner, William Pierce, it might be appropriate at this time if we took from our minutes of 24 months ago in New Orleans this resolution that was passed and forward it to William Pierce, and register our continuing concern for trade and industrial education." He then made a motion that this resolution passed in New Orleans in December 1970 concerning the identity of trade and industrial education and the concern that VICA has for its Board representative be taken from the minutes and forwarded to the new commissioner George Swartz, State Supervisor of T & I Education, Richmond, Virginia, recited the resolution which dealt with the USOE reorganization and set up the 15 occupational clusters:

> "WHEREAS, the other vocational fields such as business and office education, distributive education, health occupations education, home economics education, industrial arts education, etc., are all represented by clusters and T & I education is not represented in this way, but instead is broken down into its various components or fields of work, such as building trades, transportation, communications, etc., thus creating an inequity and resulting in a lack of recognition and administration for T & I education; THEREFORE, we resolve to ask the USOE to set up a service unit similar to

that set up for business and office education, distributive education, etc., to service T & I, which will include the various trade areas which are almost exclusively T & I, to be administered under T & I jurisdiction."

This motion was seconded by Bob Reese of Ohio, and a vote was taken and the motion was passed.

NAITE

Merle Strong, professor, Department of Educational Administration, and Director of the Center for Studies in Vocational and Technical Education at the University of Wisconsin, Madison, Wisconsin, reported on the activities of the National Association of Industrial Technical Teacher Educators. As past president of this organization, he felt that the one thing that is unique, in terms of vocational teacher education as compared with teacher education in other fields, is the close working relationship that exists between teacher education supervision and administration. One thing he wished to leave with this group is that NAITTE, your association which includes trade and industrial teacher education, is very much interested and anxious to work with the Trade and Industrial Division and particularly with the persons in supervision and administration. He felt it is necessary to have this kind of very close working relationship if we are to be at optimum effectiveness. He stated that the new NAITTE officers are:

President – William Miller, University of Missouri
President-elect – Carl Bartell, Arizona

He stated that the following should be of interest to all of us:

1. We plan during the coming year to update the manual entitled *"Accident Prevention–For Shop Teachers"*. This is timely in terms of the new Occupational Safety Act. If you have a top notch safety person on one of your staffs, he could be of tremendous help to us in providing new information to update this manual.
2. A committee has been appointed to look at the possibility of having VICA Youth Club activities with potential teachers who are enrolled in teacher education programs.
3. Another activity is awarding recognition for educational contributions in the form of outstanding research.
4. NAITTE is also concerned with accrediting of teacher education in such areas as development of professional standards and support for the occupational testing project.

He announced that NAITTE has 742 paid up members who should all work together to build up this organization to help improve the working relationships with all phases of T & I Education: (1) supervision, (2) administration, and (3) supporting services.

PUBLICATIONS

Frank Johnson, chairman of the Trade and Industrial Publications Committee of the University of South Florida, Tampa, Florida, stated that he was pleased to report that during the past year he helped to organize the Trade and Industrial Publications Committee, which is composed at this time of 10 members representing the regions. The Committee's first task has been to revise the trade and industrial contributions to the AVA publication entitled, *Vocational Technical Terminology*. We consider this to be a major task, since this is the official lexicon of the Trade and Industrial Division, as well as of the AVA. In the year ahead, we intend to establish objectives to identify topics, subjects, and materials that would be related to and be suitable for publication as a T & I document. So far, during this convention, this Committee has identified three topics, and it has been gratifying to see their importance recognized and publicized in the convention proceedings. These topics are: (1) Occupational Competency Testing, (2) Women's Role in T & I Education, and (3) VICA's Role to the Classroom Teacher.

He strongly urged all members to look for outstanding articles, including reports published by the local agencies, that have a broad contribution to T & I education, and to get copies of these articles and reports to him through the local representatives so that they could be considered for nationwide publication.

He also stated that he would like to solicit the members to utilize the AVA's publication, even if only from the standpoint of having them placed in the Teachers Reference Section of school libraries for reference by the teachers.

T & I EDITOR, AVA JOURNAL

Gordon McMahon, professor in the Department of Vocational and Technical Education, University of Michigan at Ann Arbor, Michigan, stated that 70 percent of our AVA membership consists of teachers. Articles for this *Journal* are contributed by other than teachers, such as teacher educators, district supervisors of vocational-technical education, college deans, state directors, and others. He would like our support in securing teacher-prepared articles. These articles should be submitted through their supervisor or director and should be corrected for grammar, spelling, etc. These articles should be in line with the theme of particular issues which are selected by a committee that meets regularly.

He further stated that he would like to see teacher educators or state supervisors for T & I education take the responsibility for sending out this information to local programs, so that we are able to get more teacher interest articles published in the *AVA Journal.*

MILITARY EFFORT IN VOCATIONAL EDUCATION

Colonel Robert Hayes, U.S. Air Force, reported on military effort in vocational education. He stated that as of June 30, 1973, we are headed toward a zero draft condition. Our key concern will be how to get the quality man we want in the military. We must be able to convince him that he can spend four years constructively and that he can have something at the end of that four years which he can trade to show that those four years have been constructive. Basically, there are three key points about the Community College of the Air Force which is now in existence, and which will be doing several things over the coming years. These three points raise the following questions:

1. How can we articulate military training with civilian education so that there is a usefulness when the man transfers into the civilian arena? The first thing we should do is to have their military training evaluated by a professional civilian organization to evaluate how our training compares with civilian training.

2. How can we tie the on-duty education which a man receives through these Air Force technical schools with the programs of voluntary education which are available to him while he is on active duty?

For example, out of the 600,000 airmen currently in the Air Force, less than 10 percent are involved or engaged in any voluntary postsecondary educational endeavor. The Air Force will pay 75 percent of each man's or woman's tuition cost if they want to take a course at a local college or university in their off-duty time. Moreover, the Air Force has associations with more than 600 colleges and universities at more than 175 bases where college instructors will come onto the base and teach courses. About 61,000 airmen are involved per year in this sort of training. The Air Force thinks this number should be increased dramatically. Even more alarming to some of us as we head toward a zero draft condition is the fact that only about 15 percent of those 600,000 airmen have as much as 15 semester hours of college education. Now, we think as we head toward a smaller Air Force, and we have shrunk from about 900,000 total in the Air Force two years ago down to about 700,000, and we are still declining, that technology has not stopped. So we feel as we get smaller, and increasingly more technological in orientation, we must have a higher quality Air Force. We feel that the only way we can do that is through education. What we want to do is simply this. We want to take the requirements that the Air Force has for weather forecasting, precision measuring equipment, and aircraft maintenance and make it possible for the technical information which an airman receives to be assessed immediately when he is out of basic training. We will provide transcripts for this technical training, and then by speaking to educators, to accrediting agencies, and to licensing agencies, we will be able to determine what it takes for a man to be a craftsman or a technician at the two-year level in aircraft maintenance, in instrumentation technology, and in weather forecasting, across the board. We have identified 76 major programs of specialization for these 600,000 airmen, and although we realize that not all of them will want to pursue their Air Force jobs for civilian life, we want to provide the opportunity for them to build upon their technical education. We have concluded that a general two-year program should consist of a minimum of 24 semester hours of technical education, some of which is part of their Air Force training. The average Air Force technical training which each of the 600,000 airmen receives is about 16 semester hours; consequently, in order to receive the additional eight semester hours, he can, while still in the Air Force, receive this training from local colleges or universities, and this will entitle him to receive from the Air Force a Career Education Certificate for completion of the 24 semester hours of technical education. We now have 19 majors in health care services, 16 of which have already been tied in with licensing or accrediting agencies.

The reasons that the Air Force is doing this are:

1. To help the man articulate his experiences as he leaves the service,
2. To insure that he builds toward a useful marketable civilian skill while he is still in the service, and
3. To help recruiting and retention.

VICA PRESENTATION

Roger Storm of Oskaloosa, Iowa, and Claudia Mendenhall of Carpenteria, California, VICA members, were introduced by Vice President Joe D. Mills. They then introduced four VICA members who were present from Valparaiso, Indiana.

Both then read off the Annual Vocational Industrial Clubs of America Report to the Nation as follows:

THE VICA MEMBER . . . distinguished by his unique combination of skill, leadership ability and motivation; distinguished by his concern and involvement; distinguished by his desire to improve the quality of life and his willingness to accept challenge.

THE VICA ORGANIZATION . . . the only National Organization in the free world dedicated to serving the trade, industrial, technical, and health occupations student. The only organization in the United States devoted to developing leaders for industry.

SKILLS BUILD AMERICA – our new national theme – was chosen at last year's National and State Officers Leadership Conference. This theme was adopted because skills are necessary to improve life . . . because skills give us the opportunity to contribute to life. . . because skills matter.

VICA IS PROOF that good workmanship, leadership, and concern exist and are alive in young people.

In order to keep these things alive, we will not lower our standards and we will not stop short of our goals. We are growing and we are making an impact.

YES, WE ARE GROWING . . . at the end of the last school year, there were 125,000 VICA members in nearly 3,000 local clubs; and two new states, Massachusetts and South Dakota, joined us. This year, we are striving for 200,000 members . . . and we intend to make it.

OUR NATIONAL ORGANIZATION is growing. We have and are planning for more services, more programs and more activities.

OUR POTENTIAL IS LIMITLESS. Last year's dreams are now becoming realities. It looks as if VICA will soon have an alumni division, and the area of Junior VICA or Career Clubs is being explored.

NEW CONTESTS were added to the old, making a total of 22 trade and technical skill contests and eight leadership skill contests. VICA's contests are now known officially as the UNITED STATES SKILL OLYMPICS.

At last year's national conference in Roanoke, Virginia, there were more than 2,000 participants, nearly half of whom were contestants in air conditioning and refrigeration, architectural drafting, auto body, auto mechanics, bricklaying, carpentry, cosmetology, commercial art, dental assistant, electrical trades, offset printing, machine drafting, machine shop, nurses' aide, radio and TV repair, welding, and our leadership contests.

Next year, at the national conference in Tulsa, Oklahoma, members will have the opportunity to participate in these as well as diesel mechanics, food trades, industrial electronics, practical nursing and sheet metal.

There are many organizations now becoming concerned with the lack of recognition of students in industrial-technical careers. VICA *has* a recognition program, and we ask for the support of labor, management, and the American people to give us better visibility for our program, which is proved from the standpoint of student participation.

In addition to the United States Skill Olympics, the Vocational Initiative and Club Achievement Program is a way for the individual VICA member to compete. But in this he competes not with other students, but against his greatest rival–himself. Through this program, the student has the opportunity to move up the ladder of success within his occupational area.

The broadest programs of recognition for American youth are within the VICA organization. VICA is the only means of recognizing outstanding vocational and leadership achievement for students in industrial and technical pursuits. This, truly, is our mark of distinction.

Our programs are beginning to attract vital interest on the part of labor and management. Therefore, just a few months ago, a National Industry Council for the VICA United States Skill Olympics was formed. Members of this council represent concerned companies, foundations, trade associations, and unions desiring to assist in the development of skilled, knowledgeable, and capable employees.

This year, for the first time on the national level, all the vocational student organizations are working together. Distributive Education Clubs of America, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America, Office Education Association, and the Vocational Industrial Clubs of America, VICA, have formed a National Coordinating Council in an attempt to exchange ideas for the betterment of the vocational education student. This council sponsors a National Student Advisory Committee on Vocational Education, which has as its first activity the celebration of the United States' 200th birthday. This committee, jointly, and each vocational organization, individually, will be working toward the overall bicentennial theme, "In the Spirit of '76." For each year until the Bicentennial Celebration, a different theme has been established. This year it is "Working Students, Proud Citizens".

INDEED, AS VICA MEMBERS, we *are* working students, proud citizens.

In the spirit of cooperation, VICA Week will be celebrated at the time of Vocational Education Week. We hope that the other student organizations will soon join us. The total impact on vocational education would be tremendous.

Last year, five organizations expressed support of VICA through Associate Industrial Memberships. We welcome the Associated Builders and Contractors, Carrier Air Conditioning Company, General Motors Corporation, the Joint Carpentry Apprenticeship Committee of Washington, D.C. and vicinity, and the National Joint Carpentry Apprenticeship and Training Committee. This committee passed a resolution endorsing the principles and goals of VICA, making them the first joint apprenticeship committee to give us this kind of endorsement–and we are extremely proud. Also, two weeks ago the International Brotherhood of Electrical Workers gave us a similar endorsement.

The Collective Bargaining Commission, a special commission established by President Nixon, has recognized VICA, AND ONLY VICA, as the student organization with the potential of contributing most to restoring the work ethic to the American people.

AS VICA MEMBERS, WE SEEK TO REACH OUT. We seek to convey every aspect of VICA to countless numbers of Americans who know little or nothing about our great organization.

WE ENTHUSIASTICALLY ACCEPT THE CHALLENGES that face our organization. We recognize that through the use of our technical skills and leadership abilities we can build an ever greater America.

Following the report, a VICA film "GOING PLACES" was shown.

COMMENTS FROM THE FLOOR

George Kinsler, from Wisconsin, reported that great progress has been made in the development of national "Standards for Automotive Service Instruction." He is pleased to report that both he and the editor have just completed the final editing of the document. This document should be available by January 1, 1973. These standards were developed by the automotive industry in cooperation with the American National Standards Institute. He also stated that the instruction guide that has been available for 20 years is under revision, and it is hoped it will be ready for publication by February 1, 1973. For those who are involved in automotive programs, these two current books will be available during the next two months to assist you in doing this most important job for this industry.

RESOLUTIONS HEARD AND VOTED UPON

The following motion was made by Blanche Nechanicky, former associate, T

& I Division, New York State Education Department:

In succeeding years, the AVA Section people be required to annually present a one-page summation of their activities in the past year for presentation at the Business and Divisional Association Meeting to all such members.

This motion was seconded by Don Winters of Waycross, Georgia. A vote was taken, and the motion was passed.

A resolution was then offered by Thomas Olivo, former president of AVA, now professor at the Graduate College of Industrial Education at Temple University, Philadelphia, Pennsylvania:

WHEREAS, all other divisions within AVA have deliberated and have tremendous input into the Constitution and Bylaws; and

WHEREAS, all other divisions within AVA are organized on a national base, and their decisions vitally affect T & I Education;

THEREFORE, BE IT RESOLVED that the Trade and Industrial Education Division seek, prepare, and promote a Constitutional and Bylaw Change which permits equitable representation on the Board of Directors and in the House of Delegates.

This resolution was seconded by M. E. Dunkle, from Delaware. A vote was taken, and the resolution was passed.

The following resolution was brought to the attention of Vice President Joe D. Mills, and was read by him:

WHEREAS, the Vocational Industrial Clubs of America is a potent force for good in the development of human potential of the youth in the trades, industries, industrial services, industrial technicians, and health industries occupations, and

WHEREAS, the VICA can make a significant contribution towards the development of citizenship, craftsmanship, and scholarship of youth preparing to engage in such occupations throughout the world;

THEREFORE, BE IT RESOLVED, that the Labor Management Council of the Trade and Industrial Division of the AVA support and encourage activities, programs, and services to youth of other nations in forming Vocational Industrial Clubs where their purposes and goals are compatible with the Vocational Industrial Clubs of America.

Joe Mills stated that this was an effort to support VICA in a broader scope in developing, improving, and supporting youth organizations throughout the world, and it came from our Labor Management Council and is a resolution that we should adopt.

Ken Edwards moved that we should adopt this resolution. It was then seconded by Rosalie Risinger, and was voted on and passed.

ADJOURNMENT

Joe D. Mills, in closing the meeting, reminded us again that he needs suggestions and ideas from all of us for direction. He also wants the names of persons who volunteer to serve on committees.

He also stated that at the T & I Policy and Planning Committee meeting, an idea was brought forward making a suggestion that we, as a group of educators in trade and industrial education, possibly needed a greater voice in Washington, D.C. similar to that the other organizations within AVA have who have some separate affiliation that the government people look forward to when they want to contact them. AVA and T & I have always been synonymous over the years. He said, "I think whenever Congress looks at the AVA, they think primarily of trade and industrial education, because we have been involved in the 'bricks and mortar' of the large programs. Therefore, I request that we call a task force together to develop some sort of a resolution in relation to looking into the formation of a stronger element under AVA to strengthen our position in Washington, D.C. from the standpoint of recognition."

He then asked for names of volunteers to be on the task force. These volunteers should submit their names to him at the end of this meeting. He then stated that every director and teacher present has the responsibility for enrolling all persons in their schools in the AVA.

IV. BUSINESS AND PROFESSIONAL MEETINGS OF AFFILIATED ORGANIZATIONS

National Association of Industrial and Technical Teacher Educators (NAITTE)

First General Session, December 2
Chairman: John B. Moullette
Recorder: David L. Buettner

The First General Session of NAITTE commenced with the introduction of: Merle Strong (president), W. R. Miller (president-elect), Floyd Krubeck (secretary), Gordon McMahon (treasurer), Richard Olsen (host), David Buettner (recorder), and Fred Harrington (speaker).

Introductions and announcements were followed by a moment of silent prayer for the late Joseph Impelliteri.

Fred W. Harrington, research and development specialist, The Ohio Center for Vocational-Technical Education, was introduced and spoke to the topic of: *Manpower Forecasting: Implications to Professional Development.* His remarks are summarized below.

Dr. Harrington spoke from experience in that he was responsible for the development of forecasting strategy for the Comprehensive Career Education Model (CCEM). He suggested that vocational education derives its direction and content from the needs of the world of work, and accurate studies of these needs, while at times neglected or non-existent, are crucial to the operation of a vocational program which is meeting the needs of the youth it strives to serve.

The Comprehensive Career Education Model utilized a comprehensive approach to manpower forecasting as an initial but essential first step in studying the needs of the youth and community at hand.

Implications for teacher education identified by Dr. Harrington were the need for experience through simulation for students in forecasting techniques and activities. Suggested strategies were the use of numerous groups each surveying the same area and comparing results. The resultant discussions would enhance student depth and breadth of knowledge in forecasting techniques.

Following Dr. Harrington's remarks, the association conducted its business session under the direction of President Merle Strong. He announced that Hercules Kazanas had replaced the late Joseph Impelliteri as the editor of the *NAITTE Journal.*

Second General Session – December 3
Chairman: Leslie H. Cochran
Recorder: Ronald J. Lutz

SYMPOSIUM

Leslie H. Cochran opened the Second General Session with a brief and concise description of the current happenings in career education followed by several relevant implications for adapting current teacher education programs.

Topic 1: Preparing Technical Personnel
Speaker: James N. Harris

James Harris presented a concentration of concepts dealing with the implications of the career development curriculum upon the industrial-technical teacher preparation. The central theme of his remarks emphasized the importance of increasing the "real involvement in the world of work" for industrial-technical teachers prior to graduation.

Dr. Harris suggested that the most important competency of a quality technical teacher is appropriate industrial experience, and second in importance is his teaching ability. In conclusion, he suggested that: "This may be a time for action," in view of the USOE thrust in career education. Since schools will need help in developing curriculum and technology, educators should volunteer their expertise.

Topic 2: Preparing for Exploratory Programs
Speaker: Harold S. Resnick

Harold Resnick followed with a well organized presentation, including the use of transparencies, focusing upon the essential need for preparing teachers who are knowledgeable in psychological and developmental theories to better understand, prepare for, and effectively teach youngsters in the exploratory stages. The following outline represents the content of this portion of the session:

I. Kids Are Different Today
    A. Glasser
        1. W. W. II Affluence
        2. Civil Rights
        3. T.V.
    B. McLuhan – Role instead of Goal
II. Philosophical Framework
    A. Super Theory
    B. Career Development Theory
III. Recommendations and Implications for Teacher Education
    A. Knowledge of Theories
    B. Interdisciplinary Focus
    C. Identification and Utilization of Information Sources
    D. Selection of Appropriate Methods and Materials

Topic 3: Preparing Content Specialist
Speaker: William D. Wolansky

William Wolansky provided a dynamic delivery of his contribution dealing with preparing content specialists for secondary schools. The audience enthusiastically responded to his presentation, which emphasized a greater concern for people than for content by dramatizing humanistic experiences, the dignity of work, individualized instruction, and integrated disciplines. As part of the "humanistic curriculum," the speaker felt that individuals must be taught a feeling of dignity and understanding of their world and that curriculums must include provisions for release of the students' creative potential. The curriculum must be based upon a "knowledge economy" that is conceptual-based as opposed to a fact-basis, since concepts have a longer life in evolving technologies. The final factor that the curriculum must contain is a provision for competency-based development. Lastly, he suggested that any plan must provide for individualization and genuine choices.

National Association of State Supervisors of Trade and Industrial Education (NASSTIE)
Business Meeting and General Session – December 1
Chairman: Roy Ayres
Recorder: James A. Herman

Following the business reports, Mr. Harry Davis, Trade and Industrial supervisor, Ohio, expressed concern for the definition of the 1972 Education-Amendments that says – "industrial arts may be included to prepare persons for gainful employment." This is in direct conflict to the philosophy and goals of industrial arts in that gainful employment is the responsibility of trade and industrial education. T & I educators are not opposed to industrial arts, but are concerned about the "gainful employment" concept as spelled out in the Act, and how it is related to a "*true*" I. A. program.

Byrl Shoemaker's letter protesting this definition was read, and Mr. Dennis of the USOE reacted.

Dr. Shoemaker's concern revolves around the possibility that industrial arts programs could cause programs in T & I to become general in nature and that they do not provide a sound program of job preparation.

Concern was raised as to why the USOE does not provide guidance to states to bring T & I and I. A. together under a program of "industrial education." This arrangement would provide for complete articulation and coordination of a program of industrial education – K through adult and continuing education. This concern also raises the question as to why AVA does not combine T & I and I. A. into a *Division of Industrial Education.*

It appeared that there was support for:

a. Program articulation between I. A. and T & I

b. A continuum for career education relating it to K through adult education

c. Urging the USOE to give support for career education from sources other than vocational education monies.

Larry Johnson presented a resolution concerning America's students participation in the International Skill Olympics. The NASSTIE Association through a motion by Robert Patterson, Texas, moved the resolution be adopted, the motion was seconded by Harold Lewis of Kansas, and the motion carried unanimously.

RELATED GROUPS AND ORGANIZATIONS

CONFERENCE OF OFFICERS OF AFFILIATED STATE AND TERRITORIAL ASSOCIATIONS
Proceedings Recorder: Bill Jeffrey
Director, Marketing and Distributive Education
State Department of Education, Frankfort, Kentucky

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION
Proceedings Recorder: G.L. Sandvig
President, National Association
State Directors of Vocational Education, Richmond, Virginia

NATIONAL COUNCIL OF LOCAL ADMINISTRATORS
Proceedings Recorder: Sam Schimelfenig
President, Technical Education Division
North Dakota State School of Science, Wahpeton, North Dakota

STATE BOARDS OF EDUCATION
Proceedings Recorder: Kenney E. Gray
Associate Director
The Center for Vocational and Technical Education
The Ohio State University

LOCAL BOARDS OF EDUCATION
Proceedings Recorder: Kenney E. Gray
(See above)

NATIONAL AND STATE ADVISORY COUNCILS
Proceedings Recorder: Kenney E. Gray
(See above)

AVA ADVISORY COUNCIL
Proceedings Recorder: T. Carl Brown
State Coordinator
Cooperative Education Programs
Department of Public Instruction
Raleigh, North Carolina

CONFERENCE OF OFFICERS OF AFFILIATED STATE AND TERRITORIAL ASSOCIATIONS (COASTA)

AVA took a giant stride forward as officers of affiliated associations turned out in large numbers for the COASTA meetings held December 2 through December 4, 1972, at the AVA Convention in Chicago.

Only a few affiliates were not represented as a roll call vote showed a minimum of 100 to a maximum of 250 present at each general session. A new breed of cat with insatiable curiosity attended each meeting to discuss and ask questions like—"How can I improve. . . . " "What do I do if. . . . "

The AVA staff working with the COASTA Executive Committee presented two major areas of concern for each AVA member and particularly for those association officers who are given the responsibility for carrying out legislation and membership recruitment and services. Questions were received and answered by Mary Allen and Dusty Rhodes. The interest ran so high that the presiding officer had to cut short discussion so that others could use the meeting room.

Mary Allen and Legislation

Mary informed COASTA members that vocational education may have to be resold to Congress as 45 new senators and 216 new members of the house would be studying our needs and objectives.

AVA, through the individual member, organized by the affiliated association, must speak out to their state and federal legislators in the promotion of vocational education. If *we* don't do it, who will carry our fight forward?

Dusty Rhodes and Membership

Dusty presented the AVA Regional Field Staff and reported that AVA membership is ahead of last year by 3.5 percent. A demonstration showing that the U.S. Postal Service is not always careful led to the admonition that membership chairmen must be more cognizant of their duties and responsibilities in sending memberships to AVA. Dusty also warned that the bylaws of AVA, specifically referring to House of Delegates, would be enforced. After these and a few other points were made, Dusty was kept busy answering questions from the floor.

Mr. AVA

An important aspect of any gathering of COASTA members is the opportunity to hear and discuss problems with Lowell Burkett, Executive Director of AVA. As usual, Lowell did not mince words, but laid it on the line when he said "What are you doing for AVA?" He outlined his responsibility in completion of the AVA objectives to expand, improve, and protect vocational education. Other items discussed included: plans to make the AVA Regional Field Staff full-time positions, the AVA Organization Study Panel, unity of members in support of vocational education, use of budget in comparison to priority objectives, and the proposition that the affiliated associations should have full-time executive secretaries.

Forrest T. Jones Breakfast

The first annual Forrest T. Jones, Company breakfast for COASTA members was held at 7:30 A.M., December 4. Forrest T. Jones, president, related how pleased his company was to have the opportunity to make AVA group insurance number one in the business. Short time lag between claim and payment and toll free hot-line were just two of the features which the Forrest T. Jones, Company, administrator of AVA group insurance, employs to give AVA members the best plan available.

Show and Tell

The Show and Tell session was very popular with COASTA members because of the opportunity to hear and see the success stories of affiliated associations. Various associations related ways and means used to strengthen their associations. Marvin Church, Kentucky, instructed the group in the use of Vocational Education Week as a tool for public relations and membership involvement. Ellen Coody, Georgia, discussed methods of financing association activities. Barbara Ross, North Carolina, spoke in regard to utilization of AVA Regional Field Staff. Duane Washburn and Ted Ivarie, Utah, spoke on "What you've always wanted to know about executive secretaries but were afraid to ask," and told of the organizational structure and operation of an association. Joe Rice, Maryland, related the problems encountered in effective communication and offered suggestions for resolving them. Richard Aadland, Hawaii, told how to organize an association convention and pointed out the need for advance planning. Robert Hall, Minnesota, spoke on membership involvement during association conferences. Sidney Koon, Colorado, discussed the recognition and awards program and the benefits from such a program to the Colorado membership.

Regional Meetings

Each of the four Regions met separately under the guidance and direction of the COASTA Regional Representative and the AVA Regional Field Staff. Regional Workshops, plans and dates, and problems pertinent to each region were discussed.

Business Meeting

President Bill Jeffrey presided over the annual business meeting held December 4, 1972, at 3:30 P.M. in the Pick-Congress Hotel, Chicago, Illinois, during the AVA Convention.

The roll call by the states was answered by COASTA members present who would be voting in the election. The minutes of last year's meeting were accepted as duplicated and distributed to the membership. The constitution committee report was given by Charles Salerno of Connecticut. The report was approved as presented.

James Piercey of Oregon, COASTA's liaison to the AVA Executive Board, gave a brief report to the membership. He pointed out that the organization and re-structuring committee was working hard and welcomed comments from COASTA members. He emphasized that COASTA should be more directly involved with AVA's Program of Work Committee; that questions and conflicts were arising on the board relative to resolutions and divisional status.

Bill Tripp, Florida, COASTA representative to AVA Council, reported that because of plane delay, he was unable to attend the meeting. He stated, however, that he would mail to state associations pertinent information from the council.

Tom Shore of North Carolina, chairman of the nominating committee, presented the following slate of officers:

President – Jo Elen Zgut (Colorado)
President-elect & AVA Advisory Council – William Tripp (Florida), Thomas Garrison (Indiana)
Secretary (1 year term) – Rosa Poling (Arizona), Carolyn J. Russell (Georgia)
Liaison to AVA Executive Board – Bill Jeffrey (Kentucky)

The following candidates were added to the ballot before voting:

President-elect & AVA Advisory Council – Marvin Tennefoss (Washington)
Secretary – Sanford Hyde (Louisiana)

Officers elected to serve during 1973 were:

President – Jo Elen Zgut
President-elect & Advisory Council – Thomas Garrison
Secretary – Rosa Poling
Liaison to AVA Executive Board – Bill Jeffrey

The executive committee of COASTA was instructed to review by-laws and put in specific directions for elections. This is to include elections in a broad sense, including nominations. The executive committee was also instructed when reviewing and planning next year's program to provide for a COASTA meeting on the day prior to House of Delegates, with all resolutions to be available.

COASTA president was instructed to recommend to AVA that they continue to allow state associations to use their full membership strength when allocating seats in the House of Delegates by using the membership effective June 30 of the previous year.

The meeting adjourned at 5:30 P.M.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION

The annual meeting of the State Directors of Vocational Education opened its program at the Conrad Hilton Hotel in Chicago on Saturday morning, December 2, at 9:00 A.M. with George L. Sandvig, president of the NASDVE, presiding. After a roll call of states and introduction of new directors and guests, the group was welcomed by Sherwood Dees, director for the State of Illinois. Dr. Dees, in turn, introduced Michael J. Bakalis, superintendent of public instruction for the State of Illinois. Dr. Bakalis complimented the directors for the programs in vocational education provided in each of the states and challenged the group to assist in providing a new level of educational quality in the 1970's.

President Sandvig then presented Robert Worthington, associate commissioner for Adult, Vocational and Technical Education of the U.S. Office of Education, who addressed the group using as his topic, "Model State Plans and

Guidelines for the Educational Act of 1972." Dr. Worthington commended the directors on promoting career education and listed the following other activities as those he has especially tried to promote since October of last year: improvement of management of education, improvement of education for the disadvantaged and handicapped, elimination of illiteracy through the Right to Read program, reform of the system of educational finance through educational revenue-sharing and other means, and improvement of manpower training.

He listed another priority of the Office of Education as that of helping individuals through use of services to become independent, with ability to manage their own lives. He said that education is a primary tool in accomplishing this goal. In fact, education stands at the center of a vast network of services and opportunities, and one of our greatest challenges as educators is to develop the creative partnership that provides the vital element which links learning with action.

Dr. Worthington told of his participation in the World Conference on Adult Education and his appointment of a task force on the 1972 Vocational Act with Sherrill McMillen of his staff assigned to work on the guidelines. He listed other things that he has given particular emphasis to, including: (1) a national reform on the curriculum in agriculture, (2) an increased emphasis on proprietary schools, (3) identifying the needs for training veterans, (4) emission controls in vocational education, and (5) a special emphasis on education in impacted areas.

In looking to the future, Dr. Worthington foresees an increased emphasis on state and local government with some uncertainty as to the amount of federal funds available. He predicted changes in the type of research to be emphasized and listed education for the disadvantaged as one of our most important problems. He felt that accountability leading to less duplication among educational programs will also be given a high priority in occupational education. Dr. Worthington recognized Michael Russo, director, Division of Vocational-Technical Education of the U.S. Office of Education, and Sherrill McMillen, deputy director, and their efforts in providing model state plans and guidelines for the Educational Act of 1972. Mr. Russo and Mr. McMillen made comments to the group and answered several questions.

The morning session was concluded at 10:30 A.M. in order that the state directors could attend the first AVA session.

The session on Saturday afternoon, December 2, opened with a presentation by Lowell A. Burkett, executive director of the American Vocational Association, who used as his topic, "Legislation and Program Direction." Mr. Burkett began his presentation by saying that he was particularly delighted to have this opportunity and that he considered the vocational directors among our most important public officials in vocational education.

He indicated that the climate in which vocational education operates is changing. A condition of conservatism is developing at the federal level, and the concept of revenue-sharing is on the move. The latter comes about as a result of the excess burden on the property tax. We must be careful not to be boxed in by our efforts to retain categorical aids.

He listed several issues, in the form of questions, of which we as vocational educators must be aware. Among these are the following:

1. Who are we in Vocational Education? Are we a manpower system or are we a change agent?
2. What should our delivery system be?
3. If revenue-sharing comes, how will we be assured of a fair share for vocational education?

Mr. Burkett agreed to keep the directors informed on new developments that will be of interest to vocational education. He invited the directors to continue to advise him and his staff on matters of concern as they apply to individual states and to the nation as a whole.

Following Mr. Burkett's address, Mr. Sandvig introduced Howard A. Matthews, director of the Division of Manpower Training of the U.S. Office of Education, who spoke on an impromptu basis regarding the current status of the manpower program. He asked the support of the directors in keeping him informed on problems that could be dealt with through his office. He stressed the importance of manpower training being considered an integral part of the total program of vocational education.

At the conclusion of this session the Saturday meeting was adjourned.

The meeting of state directors reconvened on Sunday, December 3, at 2:00 P.M. Sherwood Dees, director for the State of Illinois, served as chairman and presented Edwin L. Rumpf, director, Field Coordination, U.S. Office of Education, who introduced the topic for the afternoon as "Innovative Programs of Vocational Education." Dr. Rumpf served as moderator for the session and indicated that each of the ten U.S. Office of Education regions has selected an outstanding "Innovative Program of Vocational Education" which would be presented to this session. Dr. Rumpf introduced each regional director who in turn presented the program. The following "Innovative Programs of Vocational Education" were presented:

Region No. 1, Urwin Rowntree, Regional Director.

The regional report was made by Charles Buzzell, state director of Massachusetts. He served as narrator of a slide presentation on Project CAREER, which is an educational process which runs the spectrum K through adult. Integral components of the project have been developed in the areas of guidance (Project CAREER/Guidance), handicapped (Project CAREER/Handicapped), and in postsecondary education.

Region No. 2, Charles O'Connor, Regional Director.

The regional report was made by Irving Moskowitz and Anthony Marseglia, project administrators of the innovative project. The title of the project is "Comprehensive Career Education Model Development Project." This innovation was presented as one of the six capstone career education projects approved and funded by the U.S. Office of Education and designed to help conceptualize and develop a school-based model to be demonstrated throughout the country.

Region No. 3, Robert Smallwood, Regional Director.

The report was made by Mr. Smallwood. It was in the form of a slide with sound presentation. He was assisted by Jack Gresham in making the presentation. The innovation is titled "Operation Salvage." This is a common learnings program for the disadvantaged which is offered in the York County Vocational-Technical School in York, Pennsylvania, Charles E. Lehman, superintendent, and Henry F. Pilker, director of Vocational Education.

Region No. 4, George Wallace, Regional Director.

The report was in the form of a slide with sound presentation. Russell Smith and T. M. Hinson made the presentation. The innovation described is "Training Deaf Students for New Careers." This project is in operation in the Knoxville Vocational School, Knoxville, Tennessee. It is a cooperative project called V.A.P. because it involves vocational education, vocational rehabilitation, and academic special education as a cooperative undertaking.

Region No. 5, William L. Lewis, Regional Director.

The project was selected because it represents an outstanding innovative program that is in operation in Illinois, Ohio, Minnesota, and Michigan. It was presented as a slide with sound program. The program in Ohio was presented as the example. The presenter was Dick Mesa, and the innovation is called "The Occupational Work Adjustment Program (OWA)." The literature refers to the program as WECEP or Work Experience and Career Exploration Programs.

Region No. 6, M. A. Browning, Regional Director.

The report was in the form of a slide presentation which was narrated by J. R. Jackson, president of Brazosport College in Lake Jackson, Texas. The innovation, "Oceanic and Marine Technology Program for Post-secondary School Students," has as its objective the training of modern mariners. It is intended to meet the demand for skilled oceanic and marine technicians.

Region No. 7, Thaine D. McCormick, Regional Director.

The report was made by Mr. McCormick. It was a slide presentation with Mr. McCormick serving as narrator. The innovation, "Administrative Structure for Control of the Exemplary Program in Kansas involving both the State and U.S. Commissioner's Discretionary Funds," is a single project for Kansas. It was developed by selecting three pilot school systems to develop the school-based models for career education in Kansas. The school systems selected were: rural – Clay Center, suburban – Lawrence, and urban – Kansas City. The administrative structure ties these three centers to the Kansas State Department of Education and Kansas State University at Manhattan.

Region No. 8, Leroy Swenson, Regional Director.

The report was made by Walter Ulrich, state director of Vocational Education in Utah. It was a slide presentation with Mr. Ulrich serving as narrator. The innovation, "Plan for Vocational Curriculum Development in Utah," is goal-oriented. It is organized on the basis of committees made up of subject matter specialists from secondary education and postsecondary education and representatives from business and industry. The bases for the curriculum development are curriculum guides developed by the Air Force. These guides are evaluated by the Curriculum Committee. Their evaluation serves as the basis for the development of instructional materials or curriculum guides for Utah. The new guides are entitled "Utah Curriculum Guides." They may be the same as the Air Force materials or they may be revisions of this material.

Region No. 9, C. Kent Bennion, Regional Director.

The report, a slide presentation with Mr. Bennion serving as the narrator, had as its subject the innovation, "Cooperative Education in Coast Community College." This project included five community colleges in California with a student population of about 55,000. Before the project was started, there were about 300 cooperative students in these colleges. They were largely in distributive education, business and office, and trades and industry. The objective of the project was to place the burden on the students to set individual career goals. Three approaches were used in organizing the program to provide cooperative work experience: (1) alternate semesters, (2) parallel programs, and (3) evening programs. The program has resulted in an increase from 300 to 4,000 students enrolled in cooperative education programs. This program has been very helpful in solving the recruiting and screening problems in these colleges, since they have evolved a stronger linkage between the schools and the community colleges.

Region No. 10, Samuel Kerr, Regional Director.

This was a slide presentation with Mr. Kerr serving as the narrator. The innovation, "The Alaska Skill Center," is under the direction of Louis D. Ridle, director of Adult and Vocational Education for Alaska. Robert D. Booker is the project director. The project is located at Seward, Alaska. It has a dual concern. The first concern is that of vocational training which is appropriate to the needs, desires, and abilities of the people to be served. The second concern is a responsibility to the public in providing citizens with entry level skills so they may participate in the economic growth of Alaska.

At the conclusion of the ten presentations, questions were invited from the audience. The afternoon session was concluded at 5:00 P.M.

The session on Monday morning, December 4, opened with a presentation by Paul W. Briggs, superintendent of schools in Cleveland, Ohio who used as his subject, "Vocational Education as a Change Agent in a Great City." Dr. Briggs began his presentation by stating that he is very proud of the vocational program in Ohio and the assistance given the Cleveland program by the members of the staff of the Vocational Division of the Ohio State Department of Education. The following are major points covered by Dr. Briggs, followed by excerpts from selected sections of his presentation:

Major Points:

1. High school programs still cater to college preparatory students and have never been designed to educate all students.
2. Education is not selling in the market place. The public is saying "No" to traditional budgets.
3. The public is misled by approval of accrediting associations. Their approval is only for a very small percentage of college-bound students.
4. General education leads to *un*employment and frustration.
5. The "classroom" is very limited as a work and learning station for most students in secondary schools.
6. Education must face problems of poverty and unemployment. To do so is to have school budgets approved as has happened in Cleveland. (137 percent increase in school levies.)
7. Directions for solution:
    a. Money is motivator for students (green power).
    b. Craftsmen must be recruited for teaching. Teacher certification does not produce qualified teachers.
    c. All high school pupils must be prepared for the world of work whether they go to college or not.

Excerpts:

"In Cleveland every high school must be good for all students. We can't afford to have a bad high school!

"We can't deny minorities the economic right to be equal or superior, either. We can no longer go on pumping more into education for the one out of three college-bound students and neglect preparing the two out of three who will be available immediately for the job market.

"We must do for career education what we are trying to do for the poverty areas through other programs. And we can't just give the poor literature and poetry. We are not going to desegregate or move minorities out unless we can make these persons self-sufficient.

"What must be done in our schools will call for a complete restructuring of education. But the goal is worth the effort, because the only way out of the urban crisis is career education."

The topic for the second morning session on December 4 was titled "Youth Organizations – A Positive Force in Vocational Education." In introducing this topic, Harry A. Applegate, executive director of National DECCA, outlined the plan whereby he would serve as moderator for six student speakers, each of whom would discuss "Where We Are, and Where We Are Going in National Youth Organizations." The six participants included the following:

Joe Kovacs, National DECCA Vice President, High School Division, LaBrae High School, West Market St., Leavittsburg, Ohio

Dwight Siegmiller, National FFA President, Decorah, Iowa

Dennis Dubbeldee, Treasurer, National Office Education Association, Canby, Minnesota

Claudia Mendenhall, National VICA President, Carpinteria, Calif.

Mike Arnett, Immediate Past National President, Future Business Leaders of America, Guthrie, Oklahoma

Amy Case, National Vice President of Projects, Future Homemakers of America, Kingfisher, Oklahoma.

Outstanding recent accomplishments outlined by the group included the following: (1) Project 70,001 – for socially handicapped persons, (2) Merit Awards Program, (3) Portfolios of Stock – national awards, (4) Diamond Club Program – for state financing, (5) Career Development Conference – formerly NLC, (6) Studies in Marketing & Creative Marketing Projects, (7) Scholarship Loan Awards – for deserving club members.

Current challenges and future needs presented by the group were as follows: (1) to help youth club organizations become an integral part of the vocational education instructional program; (2) to gain more student involvement in youth clubs and reach our potential; (3) to have a full-time youth club person in each state; (4) to provide more and better services to all club members; (5) to gain greater visability for vocational education; (6) to assist state associations in their own growth and development; (7) to develop a respect for education which will contribute to occupational competence; and, (8) to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

In his closing remarks, Mr. Applegate, representing the group, thanked the directors for their part in the success of vocational youth organizations throughout the nation.

The afternoon session from two until five o'clock was devoted to a business meeting of the National Association of State Directors of Vocational Education and the election of officers for the new year. This session concluded the annual meeting of the National Association of State Directors of Vocational Education.

NATIONAL COUNCIL OF LOCAL ADMINISTRATORS

Second General Session
December 2 – 2:00-4:30 P.M.

Topic: Occupational Information for Curriculum Design

Speaker: Cheng C. Liu, Research and Development Specialist, Center for Vocational and Technical Education, Ohio State University

Summary:

"Task inventory" procedure is the method used for research results in compiling detailed occupational information for curriculum use. This is available for use of all in vocational education interested in curriculum design. It was adopted from the U.S. Air Force, Air-Medical Division, Lackland Air Force Base, Texas. It starts with a statement of tasks/duties – data collected from workers. A "duty" is composed of tasks and is a word ending in "ing" – reporting, etc. A task is the smallest unit in a "duty operation." Task is a present tense verb, e.g., test, solder, etc. Inventory of "tasks" results in usable data which comes from workers' input of publications, statements, etc. Questions asked in forms sent to workers are: What is task and what is time factor? Tasks are ranked in order of frequency to determine importance; they are also ranked in order of time spent. This data is used to validate the job description, possible clusters, and competency test studies and as a valuable counseling aid.

Topic II: Operation Guidance: A System Approach for Upgrading Career Guidance Programs

Speaker: Warren N. Suzuki, Research and Development Specialist, Center for Vocational and Technical Education, Ohio State University

Summary:

A complete package is being prepared for local secondary schools to evaluate their guidance services and determine how to move ahead to meet their needs. The package gives step by step procedures to follow, including evaluation of results.

Operation guidance is a system for planning and evaluating career guidance programs in secondary schools which is now under development. Operation guidance will not impose a specific predetermined program on secondary schools that use it. Instead, it will be a process by which secondary schools can design their own programs to fit the needs of their students based upon available resources and can insure that the program remains effective. Operation guidance will have instruments and step-by-step procedures to collect information needed for decision making. It will also contain guidelines for making these critical decisions. Operation guidance is scheduled for completion in 1974. The project staff is currently developing and evaluating the package instruments and procedures.

Topic III: Family Career Education – Glasgow, Montana Model

Speaker: Vince Barry, Associate Director, Educational Services Division, Mountain Plains Education and Economic Development Program, Inc.

Summary:

Career education programming at Mountain Plains provides the participants with a wide choice of courses, and by combining classes in the five instructional areas, a person can become qualified for a number of different jobs.

Bill Connors, coordinator of occupational preparation for the Mountain Plains program, says that this idea of giving the participants a number of job skills is important in the career education concept. When a family leaves the

Mountain Plains program, the head of household will have a better chance of employment in a variety of occupations.

Mr. Connors says that the three broad career fields of hospitality and tourism, allied health, and public services were chosen for the Mountain Plains program. Courses in the five instructional areas apply to each of the three broad career fields. For example, a participant might prepare for a building maintenance job in a hospital (health), a school (public service), or a motel (hospitality) by taking courses in carpentry, electricity, or plumbing. He might also elect to learn welding and engine mechanics skills if he wants to work in a resort area where knowledge of ski-lifts and snowmobiles would be necessary.

The five instructional areas are building trades and services, educational and social services, lodging and food service, mobility and transportation, and office education. Building trades and services classes are for electrical appliance servicemen, electronics specialists, and electricians. Educational and social services courses are for participants who want to work in such areas as social work/rehabilitation, parole, community work, alcoholism/drugs, welfare, and early childhood education.

In the lodging and food service area, participants study in the Mountain Plains Guest House. In addition to providing classroom space for classes for desk clerks, executive housekeepers, cashiers, and hotel/motel managers, this facility has room for overnight visitors at Glasgow Air Force Base. Courses in the food services program will be open as soon as the necessary equipment is installed.

Courses in mobility and transportation include small engine mechanics, front end mechanics, air conditioning mechanics, and several others. Current occupational preparation areas in office education include receptionist, clerk-typist, stenographer, secretary, bookkeeper, and key punch operator.

Third General Session
December 4 – 9:30-10:15 A.M.

Topic: Exemplary Programs – Career Education
Speaker: Richard Hauck, Coordinator, Career Development Institute, North Dakota State School of Science

Summary:

The presentation consisted of a slide series which explained the exemplary program for high school students at Wahpeton, N. D. The program is conducted during a five-week period in the summer, and each student spends one week in each of five areas of study: Area I: machine tooling, graphic arts; Area II: electrical, electronics, refrigeration, electronic communications servicing; Area III: recreational engine servicing, parts training, civil engineering, environmental science, mechanical drafting; Area IV: dental hygiene, dental assisting, practical nursing, environmental systems, occupational therapy, architectural drafting; and Area V: welding, business, computer programming, sales associates.

Student evaluation of the program indicates the students are very pleased and interested in the program. One of the most significant changes which has occurred because of the program is the attitudes of the students toward vocational education.

Fourth General Session
December 4

Topic: Exemplary Programs – Career Education
Speaker: Kenneth Carl, President, Williamsport Area Community College

Summary:

The training program was started at the community college to aid handicapped adults. These industrial programs, such as sheet metal, shoe repair, welding, machine shop, and auto mechanics, were for displaced coal miners. A guidance counselor was responsible for ten of these men, and they would spend three or four days in various industries to see if they would like this kind of work and to see if they would pursue it as a career. The insurance companies of the Williamsport area were most cooperative in aiding employment rehabilitation. Dr. Carl also mentioned a program for blind people as toolmakers using Braille measuring instruments. It was interesting to note that 95 percent of these cases found employment that they wanted to engage in.

Lewisberg Federal Prison was not overlooked. Many of the inmates were presented a trade training program. Many of the prisoners commented that if they had had this training they might not have been in jail. Dr. Carl also mentioned college drop-outs and high school students from a general program where students were given technical training.

The high school of the area cooperated with high school seniors having good grades being allowed out to work. All of these programs aided people to get on the right road to where they wanted to go and to become financially independent.

Luncheon Session
December 4

Topic: Vocational Education
Speaker: Michael E. Steward, Legislative Assistant

Summary:

Michael E. Steward, legislative assistant to Senator Warren G. Magnuson, presented a speech that the Senator had prepared for the NCLA Awards Luncheon. Mr. Steward also accepted the award presented to the Senator for his outstanding service to vocational education.

Senator Magnuson has served since 1969 as chairman of the Senate Appropriations Subcommittee which annually appropriates funds for the Department of Labor, the Department of Health, Education and Welfare, and the Office of Economic Opportunity. This has provided the Senator with the opportunity to view up close the problems which educators face.

He indicated that progress has been made according to the following criteria: in 1972, public vocational education was available to over 11.6 million secondary students, 1.3 million postsecondary students, and 3 million adults. This was an increase of some 800,000, and it seems likely that the 1972 Amendments will bring about further increases: in percent of those who receive vocational education and are being placed in real jobs, in new and remodeled facilities which are increasing at the rate of 350-400 percent per year, and in total vocational education expenditures which are now nearly 3 billion dollars.

The Senator was constantly appealing to the vocational educators to make a good case for vocational education to other school officials and to government at all levels. The taxpayer must also understand that he will ultimately foot the bill whether we expand vocational educational opportunity or pay welfare to the uneducated, unskilled, and unemployed.

Several challenges were listed by the Senator that need to be considered by Congress and that need input from the experts out in the field.

1. How, for example, can we assure the nation an adequate supply of technicians in certain fields which we can now predict will soon need many more?

2. How can we remove from the public's mind that omnipresent feeling that vocational education is a last-chance bone, so to speak, which we throw to those students who can't make it elsewhere in school? We need to remove that stigma and make it socially acceptable, to assure the vocational graduates that they are not second-class citizens.

He viewed the discussion of career education as a hopeful sign of progress, because it is forcing discussion of some very basic questions about the nature and need for vocational education. He congratulated vocational educators for their willingness to probe beneath the day-to-day problems and to scrutinize the philosophical justification for what we are doing, how we are doing it, and why we are doing it the way we are doing it.

Quoting from his speech, the Senator closed with these remarks, "That is the kind of thinking which brings real progress, and I commend you for it. It is the kind of thinking which educators in general should be doing and – in fact – the kind of thinking which those of us in public office should be doing."

STATE BOARDS OF EDUCATION

State Information Systems for Vocational and Technical Education

December 4

Topic I: Components of a State Information Dissemination System
Speaker: J. David McCracken, Assistant Director for Information Systems, The Center for Vocational and Technical Education, The Ohio State University

Educational change occurs in many ways, hopefully resulting in improvement. The chances for educational improvement resulting from specific changes are enhanced when they are the product of rational study and planning. However, many educators feel that there is little time for planning, or the necessary information is not available.

In most cases, the information to solve problems is available somewhere. The ERIC system has put more than 50,000 documents relating to education into a retrieval system. Unfortunately, most educators are not aware of, or are unable to use this system unassisted. A state information dissemination network is needed to adapt the system for use within a particular state.

Each state needs an information system to: (1) acquire appropriate documents, maintain a document bank, and establish access to relevant materials; (2) disseminate relevant materials that serve the needs of identified high-priority user groups and individuals; (3) assist in the diffusion of educational concepts; and (4) develop a feedback system and evaluation program.

The primary components of a state information dissemination program are: (1) user group services, (2) a surveillance system to identify program materials, (3) acquisition of materials, (4) processing of materials, (5) producing information products, and (6) evaluation. An excellent reference for those developing a state information system is *Guide for State Vocational-Technical Education Information Dissemination Systems* by Celianna Taylor and Joel Magisos.

A resource center should have all indexes to the ERIC collection. These are *Research in Education* (RIE), *Abstracts of Research Materials in Vocational and Technical Education* (ARM), *Abstracts of Instructional Materials in Vocational and Technical Education* (AIM), and *Current Index to Journals in Education* (CIJE). A reference person should be available to assist users of the system retrieve documents from ERIC as well as from the local collection.

Topic II: ERIC Training Package: Access to the Educational Resources Information Center (ERIC) System

Speaker: Gary F. Beasley, Curriculum Coordinator, Agricultural and Environmental Education, Curriculum Coordinating Unit for Vocational-Technical Education, Mississippi State University

The Center for Vocational and Technical Education has developed an *ERIC Training Package* to assist vocational educators in using the ERIC system. The training package is a combination teaching and study unit designed for individual study, as well as a teaching reference and guide. The content is based upon broad instructional objectives which are further defined in terms of performance objectives describing the behavior that should be demonstrated after completing the unit of study. The instructional content of the *ERIC Training Package* is presented in a manner to familiarize the user with a variety of techniques for using the ERIC system. One such technique is browsing the reference publications. The user can scan each volume of the indexes for reports of ongoing projects in various fields of interest. Secondly, the user can review copies of the reference publications to find out what has been written or is being done on a particular subject. The third technique presented for tapping the ERIC system is an in-depth search. An in-depth search of the ERIC system requires a definite and deliberate search strategy to guide the information query. Specific descriptors or search terms must be set forth. The "training package" provides information on defining the search problem in specific terms using the ERIC references and locating the full-text document.

The ERIC Training Package includes a series of exercises designed to provide "hands-on" use of the ERIC indexes. The exercises are preceded by information sheets consisting of copies of pages from various ERIC indexes which provide instruction on the format and use of the indexes. Evaluation instruments are included to help assess the amount of gain in student behavior after completion of the training package. Also, performance exercises are presented which can be used to assess the extent to which students can use RIE, AIM, ARM, CIJE, and the *Thesaurus of ERIC Descriptors.*

Transparency masters are presented to help the instructor in presenting the unit. These transparency masters are included in the body of the unit as well as in the appendix of the unit.

The instructional unit is based upon the ten commandments of information retrieval: (1) state the information problem clearly and in specific terms; (2) from the statement of the problem, identify and list key words and concepts; (3) verify descriptors or retrieval terms in the *Thesaurus of ERIC Descriptors;* (4) enter the Subject Index of ERIC reference publications using the descriptors; (5) identify potentially relevant abstracts; (6) review the abstracts of documents; (7) obtain microfiche from files or order from text documents; (8) review the microfiche or documents; (9) record the information; and (10) use the information.

Topic III: Information Retrieval and Dissemination in Tennessee

Speaker: Garry R. Bice, Director, Research Coordinating Unit – Tennessee, Knoxville, Tennessee

Information retrieval and dissemination is assigned a very high priority at the Tennessee Research Coordinating Unit (RCU) located at the University of Tennessee. The RCU maintains a central office which houses the complete ERIC microfiche collection along with a large number of documents in hardcopy, particularly those generated within the state. Search requests from the field are coordinated by the central office. The *RCU Circulator*, a monthly awareness paper, is routinely distributed to a computerized mailing list of more than 4,490 clients. These include state staff, university staff, secondary vocational teachers, and elementary and secondary school librarians.

Tennessee has 13 regional resource centers which maintain liaison with the central RCU library. Each regional resource center maintains their own partial microfiche files and readers/printers, allowing information dissemination to get closer to the practitioner, thus becoming more effective. Workshops are held twice a year to familiarize educators within each of the regions with the ERIC system.

Regional research and development offices have been established with extension agent responsibilities, particularly to enable development of understanding of the RCU library system; to provide technical assistance for mini-grant application; and to provide liaison with the regional resource supervisors. A teletype system is used between the regional research and development offices and the central library to facilitate rapid transmission of information from the ERIC data base.

A selected dissemination of information (SDI) program has been instituted which today serves 550 teachers. The service has recently been extended to technical institutes, area schools, and community colleges.

LOCAL BOARDS OF EDUCATION

Assuring Realism in Occupational Programs

December 4

Topic I: Developing Effective Cooperative Programs
Speaker: Harold R. Wallace, Professor, Business Education, Utah State University

Elements important in the development and maintenance of cooperative vocational education programs may be classified into three major groups. These are instructional activities, facilitating activities, and resources. Each of these elements or tasks must be performed effectively if the cooperative program is to develop and function properly. Instructional activities include: (1) providing for effective selection and development of training sponsors and training stations; (2) developing and maintaining an effective program of related instruction which is geared to and blended with the on-the-job training of individual students; (3) providing for appropriate, co-curricular activities, including student activities patterned after the professional and trade associations in the occupational areas served by the program; (4) developing and maintaining a program for utilizing the educational resources of communities to supplement and enrich institutional programs; (5) developing a program of vocational guidance, including appropriate placement services and activities; and, (6) developing a system to provide appropriate personal counseling, remedial or advanced instruction, or other special services as required by individual students.

Activities referred to as facilitating (1) provide for the development and utilization of appropriate on-the-job training plans for future students; (2) provide for recruiting and selecting students; (3) develop and maintain a continuous programming evaluation system, including appropriate communication and implementation activities, directed toward constant upgrading of the effectiveness and efficiency of the program; (4) develop a system for assessing and evaluating student performance and for utilizing this information in an appropriate program revision, vocational and personal guidance, and training plan revision; (5) develop a system for integrating the cooperative program with the education and training preceding and following it; (6) develop and maintain an effective public relations program; and (7) develop and maintain an effective advisory committee.

Those essential tasks relating to resources are: (1) to develop a system for recruiting, selecting, training, and constantly upgrading the performance of teacher-coordinators and (2) to develop a system for providing and maintaining the facilities and resources required for effective operation of the program.

Topic II: Completing the Bridge

Speaker: Melvin Miller, Associate Professor, Division of Vocational, Adult and Community College Education, Oregon State University

Usually there is little confusion about the role of the school board member as it relates to the conduct of schools in a community. That responsibility is to set policy to guide the administrators of the schools represented. As policymakers, school board members have the opportunity to eliminate confusion regarding why we have school and to see that programs are developed that will help the students in schools to "bridge the gap" between education and the world of work. Schooling and more schooling seem to be educators' answers to a lot of problems. Approximately 75 percent of our nation's youth complete high school diploma programs, and about 50 percent of these go on to a post-high school program, about half of these attaining completion. This means that about 63 percent either drop out of high school or do not immediately enroll in additional education. Although we move people across the bridges from one school to another, we have not developed many complete bridges between school and the world of work.

Most young people seeking full-time employment on leaving our school systems find work in spite of the schools rather than through the schools' help. If we accept the notion that preparation for work is one of the primary purposes of vocational education, then job placement becomes a logical and viable alternative for vocational education students. Job placement completes the bridge between education and work and hopefully provides the student with an opportunity to do what he has been prepared to do. Not only does job placement serve the needs of the student, it also becomes a means of evaluating instruction in vocational education.

School board members may find it desirable to follow the following steps in implementing job placement programs in their schools: (1) establish policy directed toward placement in next step for your student, (2) have your school administrator submit his plans for implementing the board's policy, (3) be prepared to divert the necessary funds to support this program, (4) hire a job placement coordinator who has had extensive experience both in school and work outside the educational world, and (5) expect that measurable objectives will be established for a job placement coordinator and that evaluation of his activities be based on established criteria.

Topic III: Local Program Evaluation
Speaker: Dean Risinger, Associate Director, Occupational Studies, El Paso Community College, Colorado Springs, Colorado
Prepared by: Richard Edsall, Supervisor, Evaluation, State Board for Community Colleges and Occupational Education, Denver, Colorado

Establishment of a program of occupational education at the local level requires that the local agency submit programs for approval to the Colorado State Board for Community Colleges and Occupational Education under the following guidelines: (1) the local agency conducts a need study to determine job availability in the occupation for which the training is being designed; (2) a preliminary proposal is then developed by the local agency and submitted to the State Board; and, (3) if the preliminary proposal is approved, the final proposal is developed, identifying specific curriculum content, providing an equipment list, information concerning facilities, and an operational budget.

The evaluation process begins as soon as the occupational program is established. Program evaluation is designed to insure that students receive relevant occupational education; confirm that trained personnel are still needed in the occupation for which the training is designed; confirm that the operation of the program as designed should continue, be modified, or be discontinued; and reveal that the major thrust of the program should be changed.

Management data is collected from professional instructional personnel, administrative and supervisory personnel, program advisory committees, accreditation assessments, lay advisory committee evaluation, State Board for Occupational Education, and the Manpower Area Planning Council.

As the management data is collected, the local director and his staff formulate plans for program changes. Program evaluation provides the local director with management data from which to make sound educational decisions.

NATIONAL AND STATE ADVISORY COUNCILS

Management Information Systems

December 5

Topic I: Management Systems: Context, Parameters and Need for Management Information Systems

Speaker: James A. Hale, Assistant Professor, Educational Administration, College of Education, The University of New Mexico

The parameters of information needs change as a function of program development, resource allocation formula, requirements of a myriad of regulating agencies, and esoteric evaluation designs and assessments. Thus the management information system is a never-fully-developed dynamic system. The question of what proportion of available resources should be allocated to the structured information system is often countered by the question of how much can we afford not to bring routine data to bear upon routine decisions.

The presentation was limited to three management notions recent to education. Planning-programming-budgeting systems, cost/effectiveness analysis, and computer-based management information systems were used to demonstrate the need for attending the structural aspects when developing a management information system. Examples were presented to demonstrate the structural aspects for information generation and evaluation of the system itself.

Finally a concern was expressed, in view of increasing evidence, that computer-based management information systems are not neutral in their effect. Behavorial problems associated with systems implementation have been observed, and it is suggested that research be done to determine both the genesis and exodus of those maladies.

Topic II: Management Information System for Vocational Education
Speaker: Cecil H. Johnson, Program Director, Research and Development Operational Division, The Center for Vocational and Technical Education, The Ohio State University

How can greater alignment be achieved between occupational education and the changing requirements of students, industry, and society? What information systems are needed to provide a better data base for encouraging necessary changes in the patterns of occupational offerings and enrollments? What are the effective tools necessary for increasing adjustments in manpower planning?

To help answer the above questions, The Center for Vocational and Technical Education is developing a management information system for vocational education (MISVE) to help improve the data available for making administrative, evaluative, and planning decisions concerning vocational education.

The specific objectives of the Management Information System for Vocational Education (MISVE) are to provide state and local education decision makers with a comprehensive analysis system to: (1) help assist in identifying those who might benefit from vocational education, (2) enhance the probable labor market success of program graduates and dropouts, (3) provide an information base for developing a more cost-effective training program, and (4) provide a central source of data to encourage interagency-based manpower planning efforts. The MISVE will also assist in facilitating the accountability for vocational-technical education and in reporting required data at the federal and state levels.

There are two basic subsystems within the project. The Planning Subsystem will develop a mechanism whereby management and advisory group personnel can identify goals and objectives and weigh them as to their relative importance. A set of alternatives, consisting of program enrollment and financial outlay structures, will be provided within the resource allocation strategies element.

The second subsystem, the Evaluation Subsystem, will provide data necessary for making decisions in the Planning Subsystem. The component parts will include manpower supply, manpower demand, undeveloped human resources, student follow-up, resources inventory, program costs, and program characteristics.

The components of the Evaluation Subsystem will yield data which will be combined with other components resulting in three levels of data analysis. Level A analysis will include: (1) manpower supply projections, (2) manpower demand projections, (3) student characteristics, (4) projected needs for vocational education, (5) program effectiveness, (6) program cost analysis, and (7) program resource utilization. Level B analysis will include: (1) net manpower requirements projections, (2) cost effectiveness of current programs, and (3) population to be served. Level C analysis will include alternative resource allocation strategies utilizing both Level A and Level B analyses. Pilot studies for a portion of the elements are now under way in Colorado, Kentucky, and Wisconsin.

The completed Management Information System for Vocational Education will consist of the following products: (1) data files on students and programs, (2) data procuring techniques, and (3) computer programs in projected manpower supply by program, characteristics of student population, program effectiveness ratings and criteria, comparative cost analysis, and alternative resource allocation strategies.

The total management information system, after field testing and revision, should be available in 1974.

AVA ADVISORY COUNCIL

The AVA Advisory Council met as scheduled in Chicago at 7 P.M. on December 1, 1972. T. Carl Brown, AVA Past-President, served as Chairman for the group and Olive Church, President of CEDOE, served as secretary. Two items were presented for consideration by Advisory Council members:

1. Progress report of the AVA Organizational Study Panel.
2. Membership, attendance, function and future of the AVA Advisory Council.

Dr. George Brandon, Chairman of the Study Panel, presented panel members who were present. They were: Carl Lamar, Anthony Wesolowski, Alberta Hill, Ellen Coody, Don McDowell, Robert Pecka, Vernon Schneider, and Jack Hawkins. Also present, Carroll Bennett, study panel staff director.

Dr. Brandon presented an over-view of the plan for study and analysis of the present structure of the AVA. The major points presented were:

1. Issues and Purposes in the Organization of AVA
2. Structure, Framework, Constituency
3. Executive and Corporate Management
4. Name of the Organization

Dr. Brandon stated that "Historic objectives of the AVA have not been changed since the chartered objectives were established 48 years ago." There was a great deal of discussion by all Council members regarding the AVA structure and work of the Study Panel. One of the representatives asked, "How long will we, as representatives of groups and affiliates, have to report to our members, receive their feedback and submit a summary of their statements to the Study Panel?" Dr. Brandon explained the time schedule as follows:

1. The Panel would like to present an "informal" report to the Board of Directors of AVA by July.
2. The Panel would hope to receive AVA Advisory Council member reports in time to analyze these prior to the July report.
3. Before the AVA can make constitutional revisions, these proposals must appear in the *A V Journal* 60 days prior to the AVA National Convention.

Concern was expressed by several people that they did not receive any information about the problem to be discussed prior to the meeting and that they knew nothing about the study of the AVA structure. It was explained by Carroll Bennett that information about the study had been in the *A V Journal* in October, in AVA Membergrams and was being discussed for the first time in many different meetings at the AVA.

There were a number of requests for copies of Dr. Brandon's presentation covering what had been done by the Panel up to this point. It was explained that the Panel was purposely reaching no conclusions until they had complete information and therefore were not making anything available in writing other than questions they were raising.

Members of this Study Panel expressed their appreciation for the many suggestions and questions about the AVA structure raised by members of the Advisory Council. Panel members also invited future comments by members of the Advisory Council regarding the study in organization of AVA.

In answer to Chairman Brown's question regarding the Advisory Council itself, there were many comments which showed that members were dissatisfied with the present arrangements for Council meetings. For instance, there was real concern because (1) Not more than half of the Council members who should have been representing groups within the AVA were present. (2) Many of those present had been asked to serve on the Council but had received no instructions and came to the meeting wondering what they were to do or what was to take place. (3) Advisory Council members are not given an agenda ahead of time so that they can be prepared to come and contribute intelligently to the discussion and convey reactions of groups they represent.

Generally, comments and questions indicated that the group thought that they should have an opportunity to serve as an Advisory Council to the Board of Directors but that arrangements be made to secure names of members and communicate time, place and agenda to Advisory Committee members prior to the AVA Convention. They believed these things would make the Council an effective part of the AVA.

The Chairman called attention to the provisions for the Advisory Council in the Bylaws and gave some historical background regarding the functions of the Advisory Council as well as some of the problems–including the large number of discontinued memberships in the AVA on which Advisory Council members might work.

In summary, the concern of members attending the Advisory Council meeting indicates a lack of communication throughout AVA and that the study of the structure of the AVA is most appropriate. The Chairman reported that he would make a report of the Advisory Council meetings to the Board of Directors of the AVA and make specific recommendations about how the Advisory Council function could be made effective or that action be taken to discontinue the Council.

COMMERCIAL, EDUCATIONAL AND ARCHITECTURAL EXHIBITORS

1972 COMMERCIAL EXHIBITORS

Action Recruitment
Peace Corps/Vista, 1 Wacker Drive, Chicago, Illinois 60606
Addison-Wesley Publishing Co., Inc.
3220 Porter Drive, Palo Alto, California 94304
Addressograph-Multigraph Corp.
1200 Babbitt Road, Cleveland, Ohio 44117
Advance Process Supply
400 North Noble Street, Chicago, Illinois 60622
AIMS Instructional Media Services, Inc.
P.O. Box 1010, Hollywood, California 90028
The Aluminum Association
750 Third Avenue, New York, New York 10017
American Edalstaal, Inc.
One Atwood Avenue, Tenafly, New Jersey 07670
American Technical Society
848 East 58th Street, Chicago, Illinois 60637
American Vocational Association
American Vocational Journal
1510 H Street, N.W., Washington, D.C. 20005
AMMCO Tools, Inc.
2100 Commonwealth Avenue, North Chicago, Illinois 60064
Automated Instruction
A wholly-owned subsidiary of Random House, Inc., 201 E. 50th Street, New York, New York 10022
Automotive Service Industry
230 North Michigan Avenue, Chicago, Illinois 60601
Bacharach Instrument Co.
625 Alpha Drive, R.I.D.C. Industrial Park, Pittsburgh, Pennsylvania 15238
Balko Tool & Machine Co.
2445 Hamilton Drive, Elk Grove, Illinois 60005
Don G. Beck Co.
6039 South Oak Park Avenue, Chicago, Illinois 60638
Charles A. Bennett Company
809 West Detweiller Drive, Peoria, Illinois 61614
Benziger Bruce & Glencoe, Inc.
8701 Wilshire Boulevard, Beverly Hills, California 90211
Blackhawk Manufacturing Company
11333 West National Avenue, Milwaukee, Wisconsin 53227
Robert J. Brady Company
130 Que Street, N.W., Washington, D.C. 20002
Bright of America
300 Greenbrier Road, Summersville, West Virginia 26651
Brodhead-Garrett Company
4560 East 71st Street, Cleveland, Ohio 44105
Brunger Products
300 E. Fulton, Grand Rapids, Michigan 49502

Buck Engineering Co., Inc.
Post Office Box 686, Farmingdale, New Jersey 07727
Buske Industries
Box 190, Gowrie, Iowa 50543
Cardinal Associates
427 E. Morehead Street, Charlotte, North Carolina 28202
CES Computers
50 Werman Court, Plainview, New York 11803
CETA Classroom Electronic Teaching Aids
155 Great Arrow Avenue, Buffalo, New York 14207
Changing Times Education Service
1729 H Street, N.W., Washington, D.C. 20006
Chilton Book Company
401 Walnut Street, Philadelphia, Pennsylvania 19106
Chronicle Guidance Publications
105 North Virginia Avenue, Falls Church, Virginia 22046
Clausing Corporation
2019 North Pitcher, Kalamazoo, Michigan 49001
The Columbia Vise & Manufacturing Co. & Cincinnati Tool Co.
9021 Bessemer Avenue, Cleveland, Ohio 44104
The Combined Book Exhibit
Scarborough Park, Albany Post Road, Briarcliff Manor, New York 10510
Consul & Mutoh, Ltd.
519 Davis Street, Evanston, Illinois 60201
Ken Cook Company
9929 West Silver Spring Road, Milwaukee, Wisconsin 53225
The George F. Cram Co., Inc.
301 South LaSalle Street, Indianapolis, Indiana 46206
Curriculum Studios, Inc.
136 Main Street, Westport, Connecticut 06880
DAK Enterprises
10845 Van Owen, North Hollywood, California 91605
Danger House Division of Labconco Corp.
8811 Prospect Avenue, Kansas City, Missouri 64132
DCA Educational Products, Inc.
4865 Stenton Avenue, Philadelphia, Pennsylvania 19144
John Deere Service Publications
John Deere Road, Moline, Illinois 61265
Delmar Publishers
Post Office Box 5087, Albany, New York 12205
A. B. Dick Co.
5700 Touhy Avenue, Chicago, Illinois 60648
Dietzgen Corporation
2425 N. Sheffield Avenue, Chicago, Illinois 60614
Digiac Education Systems, Inc.
Ames Court, Plainview, New York 11803
Dukane Corporation
2900 Dukane Drive, St. Charles, Illinois 60174

Dynascan Corporation
1801 W. Belle Plaine Avenue, Chicago, Illinois 60613

Eastman Kodak Company
343 State Street, Rochester, New York 14650

Educational and Industrial Testing Service
Post Office Box 7234, San Diego, California 92107

Educational Computer Corporation
Post Office Box 32, #2 Radnor Station Building, Radnor, Pennsylvania 19087

Educational Council of the Graphic Arts Industry
4615 Forbes Avenue, Pittsburgh, Pennsylvania 15213

Educational Resources, Inc.
47 West 13th Street, New York, New York 10011

Edu-Quip Science Electronics
1220 Adams Street, Boston, Massachusetts 02124

Electronic Aids
2175 Greenspring Drive, Timonium, Maryland 21093

Electronic Industries Association Consumer Electronics Group
2001 Eye Street, N.W., Washington, D.C. 20006

Encyclopaedia Britannica, Inc.
425 N. Michigan Avenue, Chicago, Illinois 60611

Energy Concepts, Inc.
3956 West Belmont Avenue, Chicago, Illinois 60618

Enterprise School Tools, Inc.
1201 South Clover Drive, Minneapolis, Minnesota 55420

Fairchild Publications, Inc.
7 East 12th Street, New York, New York 10003

Fendall Company
2222 W. Diversey Parkway, Chicago, Illinois 60647

Fix-Play, Inc.
2300 First Avenue, North, Birmingham, Alabama 35203

Florida Citrus Commission
Post Office Box 148, Lakeland, Florida 33802

Forestry Suppliers, Inc.
Post Office Box 8397, 205 West Rankin Street, Jackson, Mississippi 39204

Forrest T. Jones and Co.
1510 H Street, N.W., Washington, D.C. 20005

Garrett Tubular Products, Inc.
800-808 East King Street, Garrett, Indiana 46738

General Electric Co.
5901 No. Cicero Avenue, Chicago, Illinois 60646

Given International
1815 North Mannheim Road, Stone Park, Illinois 60165

Goodheart-Willcox Co., Inc.
123 W. Taft Drive, South Holland, Illinois 60473

Grolier Educational Corporation
845 Third Avenue, New York, New York 10022

Guidance Associates
41 Washington Avenue, Pleasantville, New York 10570

Guy-Chart Sales Incorporated
890 Brock Road, South Pickering, Ontario, Canada

Hampden Engineering Corporation
99 Shaker Road, East Longmeadow, Massachusetts 01028

Harcourt, Brace, Jovanovich
Test Department, 757 Third Avenue, New York, New York 10017

Hayden Book Company
116 West 14th Street, New York, New York 10016

Hickok Teaching Systems, Inc.
Wheeling Avenue, Woburn, Massachusetts 01801

Hillard Industries, Inc.
1222 New Market Avenue, South Plainfield, New Jersey 07080

Houghton-Mifflin Company
110 Tremont Street, Boston, Massachusetts 02107

The Huey Company
19 South Wabash, Chicago, Illinois 60603

Hunter Engineering Company
11250 Hunter Drive, Bridgeton, Missouri 63044

CCM Professional Magazines (IAVE)
866 Third Avenue, New York, New York 10022

Industrial Arts Supply Company
5724 W. 36th Street, Minneapolis, Minnesota 55416

Institute of Modern Languages
2129 S Street, N.W., Washington, D.C. 20008

Instructional Motivation Systems
3030 N.W. 23rd Avenue, Ft. Lauderdale, Florida 33311

International Institute of Coiffure Designers, Ltd.
243 West 56th Street, New York, New York 10019

B. Jadow & Sons, Inc.
53 West 23rd Street, New York, New York

Johnson Gas Appliance Company
520 "E" Avenue, N.W., Cedar Rapids, Iowa 52405

Charles A. Jones Publishing Company
Village Green, Worthington, Ohio 43085

Kavic House, Inc.
One Eaton Court, Wellesley Hills, Massachusetts 02181

Lennox Industries, Inc.
200 South 12th Avenue, Marshalltown, Iowa 50158

Library Filmstrip Center
3033 Aloma, Wichita, Kansas 67211

McEnglevan Heat Treating & Mfg. Co.
Post Office Box 31, 708 Griggs, Danville, Illinois 61832

McGraw-Hill Book Company
1221 Avenue of the Americas, New York, New York 10010

McKilligan Industrial Supply Corp.
46 Lewis Street, Maine, New York 13802

McKnight & McKnight Publishing Co.
Post Office Box 854, Bloomington, Illinois 61701
Charles Mayer Studios, Inc.
140 East Market Street, Akron, Ohio 44308
Media Systems Corp.
250 West Main Street, Moorestown, New Jersey 08057
Megatech Corp.
365 Trapelo Road, Belmont, Massachusetts 02178
Merit Machinery, Inc.
2311 Babcock Boulevard, Pittsburgh, Pennsylvania 15237
Milady Publishing Corp.
3839 White Plains Road, Bronx, New York 10467
Mind, Inc.
1133 Avenue of the Americas, New York, New York 10036
Modutek, Inc.
1322 McHam, Irving, Texas 75062
Monroe, The Calculator Company
550 Central Avenue, Orange, New Jersey 07051
National Audiovisual Center
Washington, D.C. 20409
National Automotive Service
4926 Savannah Street, Post Office Box 10465, San Diego, California 92110
National Cash Register Company
Main & K Streets, Dayton, Ohio 45409
National Educational Media, Inc.
3518 West Cahuenga Boulevard, Hollywood, California 90068
New Hermes Engraving Machine Corp.
20 Cooper Square, New York, New York 10003
Northstar Computer Educational Systems
7389 Bush Lake Road, Edina, Minnesota 55435
Nuarc Company, Inc.
4100 West Grand Avenue, Chicago, Illinois 60651
Pace International Corp.
1107 East Chapman Avenue #105, Orange, California 92666
PAMI Learning Systems, Inc.
Box 163, Collinsville, Illinois 62234
Frank Paxton Lumber Company
5701 West 66th Street, Chicago, Illinois 60638
Paxton/Patterson
5719 West 65th Street, Chicago, Illinois 60638
The Peck, Stow & Wilcox Company
217 Center Street, Southington, Connecticut 06489
Peterson Publishing Company
8490 Sunset Boulevard, Los Angeles, California 90069
Philco-Ford Corporation
Union Meeting Road, Blue Bell, Pennsylvania 19422
Vishay Research & Education (Photolastic)
67 Lincoln Highway, Malvern, Pennsylvania 19355

Pitman Publishing Company
6 East 43rd Street, New York, New York 10017
Plymouth Trouble Shooting Contest
Chrysler Motors Corporation, 26001 Lawrence Avenue, Center Line, Michigan 48015
Jules L. Pogach, Inc.
910 Arch Street, Philadelphia, Pennsylvania 19107
Powermatic Houdaille
Box 70, McMinnville, Tennessee 37110
Power Tools, Inc.
500 S. Hicks Road, Palatine, Illinois 60067
Prakken Publications, Inc.
416 Longshore Drive, Ann Arbor, Michigan 48107
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632
Publishers for Conventions
Post Office Box B, Allison Park, Pennsylvania 15101
RCA Service Company
Electronic Trainers Department 3132, Camden, New Jersey 08101
Responsive Environments
19043 Capehart Street, Gaithersburg, Maryland 20760
Rockwell Manufacturing Co.
Power Tool Division, 400 North Lexington Avenue, Pittsburgh, Pennsylvania 15208
Allen Russell Associates, Inc.
Post Office Box 818, Marshalltown, Iowa 50158
Howard W. Sams & Co., Inc.
4300 West 62nd Street, Indianapolis, Indiana 46268
Sandpaper Incorporated
83 East Water Street, Rockland, Massachusetts 02370
Sargent-Welch Scientific Co.
7300 North Linder, Skokie, Illinois 60076
School Product News
614 Superior Avenue West, Cleveland, Ohio 44113
Science Research Associates, Inc.
259 East Erie Street, Chicago, Illinois 60611
Scott Engineering Sciences
1400 S.W. 8th Street, Pompano Beach, Florida 33064
Selrite Educational Equipment, Inc.
47 West 34th Street, New York, New York 10001
Service Physical Testers
6169 Lakeshore Road, Port Huron, Michigan 48060
Signpress Division of the Dick Blick Co.
Post Office Box 1267, Galesburg, Illinois 61401
Simpson Educational Systems
853 Dundee Avenue, Elgin, Illinois 60120
The Singer Company
500 Finderne Avenue, Somerville, New Jersey

Smith System Mfg. Co.
1405 Silver Lake Road, New Brighton, Minnesota 55112
Snap-On Tools Corporation
Industrial Services Department,8028 - 28th Avenue, Kenosha, Wisconsin 63140
Social Security Administration
6401 Security Boulevard, Baltimore, Maryland 21235
Society for Visual Education
1345 Diversey Parkway, Chicago, Illinois 60614
Soiltest, Incorporated
2205 Lee Street, Evanston, Illinois 60202
Sony Corporation of America
47-47 Van Dam Street, Long Island City, New York 11101
South Bend Lathe
400 West Sample Street, South Bend, Indiana 46621
South-Western Publishing Company
5101 Madison Road, Cincinnati, Ohio 45227
Stacor Corporation
285 Emmet Street, Newark, New Jersey 07114
Stanley Tools
600 Myrtle Street, New Britain, Connecticut 06050
The L. S. Starrett Company
165 Crescent Street, Athol, Massachusetts 01331
Stenographic Machines, Inc.
7300 Niles Center Road, Skokie, Illinois 60076
Stenoprint Incorporated
1158 West Armitage, Chicago, Illinois 60614
Sterling Educational Films
241 East 34th Street, New York, New York 10016
Storm-Vulcan, Inc.
2225 Burbank Street, Dallas, Texas 75235
Sun Electric Corporation
Harlem & Avondale, Chicago, Illinois 60631
The Superior Electric Company
383 Middle Street, Bristol, Connecticut 06010
Tab Books
Pinola & Monterey Avenues, Blue Ridge Summit, Pennsylvania 17214
Technical Systems, Inc.
715 Raymond Avenue, St. Paul, Minnesota 55114
Tech Trainer Corporation
2001 Elmendorf Street, Chattanooga, Tennessee 37406
Teledyne Post
700 Northwest Highway, Des Plaines, Illinois 60016
Telex Communications Division
9600 Aldrich Avenue South, Minneapolis, Minnesota 55420
Tetra Systems Corporation
Post Office Box 80669, Atlanta, Georgia 30341
Thiokol–Economic Development Operations
3340 Airport Road, Ogden, Utah 84403

Thorne Films, Inc.
1229 University Avenue, Boulder, Colorado 80303

3M Company
Microfilm and Visual Products Division
3M Center, Building 220-9E, St. Paul, Minnesota 55101

The Toledo Metal Furniture Co.
1100 Hastings Street, Toledo, Ohio 43707

To-Sew, Inc.
P.O. Box 974, Malibu, California 90265

Trans-Sphere Corporation
Post Office Box 1564, Mobile, Alabama 36601

United States Air Force
ATC/RSAE, Randolph AFB, Texas 78148

United States Army Recruiting Command
Hampton, Virginia 23369

U.S. Army ROTC
Fort Monroe, Virginia 23351

United States Navy Recruiting Command
Department of the Navy, Washington, D.C. 20370

United Transparencies, Inc.
Post Office Box 818, Binghamton, New York 13902

Victor Equipment Company
Airport Road, Post Office Box 1007, Denton, Texas 76201

Viking Sewing Machine Company
2155 Don Hutson Road, Post Office Box 3729, Green Bay, Wisconsin 54303

Vocational Films
111 Euclid, Park Ridge, Illinois 60068

Western Tape
1030 Madison Drive, Mountainview, California 94040

Westinghouse Learning Press
2680 Hanover Street, Palo Alto, California 94304

Willson Products Division–ESB, Inc.
P.O. Box 622, Reading, Pennsylvania 19603

Wilton Corporation
9525 Irving Park Road, Schiller Park, Illinois 60176

Winslow Associates
New Brooklyn Road, Sicklerville, New Jersey 08081

The Wood-Regan Instrument Co., Inc.
184 Franklin Avenue, Nutley, New Jersey 07110

World's Finest Chocolate
2521 West 48th Street, Chicago, Illinois 60632

Xerox Education Group
1200 High Ridge Road, Stamford, Connecticut 06905

1972 EDUCATIONAL EXHIBITORS

AVA-NSC Safety Committee, National Safety Council
425 North Michigan Avenue, Chicago, Illinois 60611

Bloom Township High School
Chicago Heights, Illinois

Center for Occupational Education
North Carolina State University, Raleigh, North Carolina

Chicago Vocational High School
Chicago, Illinois

Distributive Education Clubs of America
200 Park Avenue, Falls Church, Virginia 22046

Division of Vocational and Technical Education, Area Vocational Centers
State Department of Vocational Education and Rehabilitation, State of Illinois, Springfield, Illinois

Division of Vocational and Technical Education
State Department of Vocational Education and Rehabilitation, State of Illinois, Springfield, Illinois

Dunbar Vocational High School
Chicago, Illinois

Educational Professional Development Act
400 Maryland Avenue, S.W., R.O.B. 3, Room 3100, Washington, D.C. 20202

Forest View High School
Arlington Heights, Illinois

Future Farmers of America
Box 15160, Alexandria, Virginia 22046

Future Homemakers of America
2010 Massachusetts Avenue, N.W., Washington, D.C. 20036

Glenbrook High School
Northbrook-Glenview, Illinois

Illinois State University
Normal, Illinois

Illinois Vocational Association
Chicago, Illinois

Lane Technical High School
Chicago, Illinois

Office Education Association
20 Leland Avenue, Columbus, Ohio 43214

Triton College
River Grove, Illinois

U.S. Department of Labor, Manpower Administration
Department of Labor Building, 14th and Constitution Avenue, N.W., Washington, D.C. 20210

University of Texas at Austin
Instructional Materials Laboratory, Austin, Texas 78712

Vocational Industrial Clubs of America
105 North Virginia Avenue, Falls Church, Virginia 22046

Western State University
Macomb, Illinois

Women's American ORT
111 N. Wabash, Chicago, Illinois 60602